



NAESP's 2023-2024 Proposed Resolutions

Attached are the proposed resolutions developed by the Resolutions Committee during their winter meetings. All NAESP members are encouraged to review the proposed changes and offer comments and suggestions by **January 15, 2024**.

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

The timeline to review the proposed Resolution is as follows:

Jan. 16 – Jan. 18, 2024 The Resolutions Committee will review the member feedback and determine if further revisions are necessary.

Jan. 24, 2024, at 4:00 p.m. ET The Resolutions Committee will hold an Open Hearing Zoom meeting where any NAESP member may discuss the modification of any proposed resolution. To participate, join the Zoom meeting below.

[Join Zoom Meeting](#)

Meeting ID: 846 0445 3151

Passcode: 201671

One tap mobile:

+13052241968,,84604453151#,,,,*201671# US

+13092053325,,84604453151#,,,,*201671# US

Jan. 31, 2024, at 4:00 p.m. ET NAESP members may join the Zoom meeting to learn the Committee's decisions on the proposed changes presented during the first Open Hearing. To participate, join the Zoom meeting below.

[Join Zoom Meeting](#)

Meeting ID: 865 5290 9720

Passcode: 425360

One tap mobile:

+16465588656,,86552909720#,,,,*425360# US (New York)

+16469313860,,86552909720#,,,,*425360# US

March 10-March 13, 2024 The NAESP Board of Directors will review the proposed resolutions and recommended changes and inform the NAESP General Assembly of the resolutions and the board's actions held on March 10 immediately prior to the start of the [National School Leaders Advocacy Conference](#).

March 2024 (following NSLAC) 2024 NAESP Platform is posted

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



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INTRODUCTION

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

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

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

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

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

27 NAESP strongly recommends the employment of a full-time, certified principal for each elementary and
28 middle school and the employment of full-time assistant principals in every school when enrollment
29 exceeds 250 students a full-time assistant principal is needed in every school.
30

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

34 Principals play a critical role in communicating and implementing the decisions of policy-makers.
35 Therefore, all federal or state-funded agencies, committees, and other groups must include practicing
36 principals in the development of education policies, guidelines, rules, and regulations.

('14, '17, '19, '20, '21, '22, '23)

No Changes

1-Principal Leadership (A)

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

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

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

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

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

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

21 NAESP believes elementary and middle schools should have a full-time certified principal. When
22 enrollment exceeds 250 students a full-time assistant principal is needed. Based on the growing
23 complexity of the role of principals, including increased responsibilities for accountability, teacher
24 evaluation, addressing diverse student needs, student and staff safety, and mental health, additional
25 school building personnel should be employed.

('02, '07, '10, '11, '12, '14, '15, '16, '17, '20, '21, '22, '23, '24)

Rationale: Strengthens wording/all-encompassing of everyone in the building

2- Principal Preparation (B)

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

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

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

11 The competencies of effective school leadership include:

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

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

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

30 NAESP believes that school districts and preparation programs should provide opportunities for
31 additional internships, peer coaching, job shadowing, networking, and mentorships for aspiring
32 principals. Early career principals and administrators changing levels (e.g., high school to elementary)
33 should receive mentoring and professional learning opportunities.

34 NAESP recommends new principals participate in an induction program provided by the district, state,
35 or professional organization for a minimum of three years.

36 NAESP believes that all principals, regardless of years of experience, should receive
37 mentoring/coaching, professional learning opportunities, and be active members in professional
38 associations.

39 NAESP supports legislation and national reciprocal agreements among states for certification, full

National Association of Elementary School Principals
Proposed Resolution

1 benefits, and retirement benefits for administrators.
(’86, ’96, ’01, ’06, ’10, ’11, 12, ’13, ’14, ’15, ’16, ’17, ’18, ’19, ’20, ’23)
No Changes

3-Well-Rounded and Complete Education (C)

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

3 NAESP believes in a well-rounded and complete education for the whole child including standards and
4 research based best instructional practices. As educators, we consistently address the physical and
5 mental health, safety, social, emotional, and educational needs that are components of every child’s
6 success. NAESP urges principals to eagerly partner with all agencies both private and public (local, state,
7 and federal) to develop transition plans among preschool, elementary, middle, high schools, and
8 colleges.

9 NAESP believes in the continual professional learning of all school employees, which would include
10 content, in addition to understanding and responding to the social, ~~and emotional,~~ and mental health
11 needs of children.

12 NAESP believes that quality before and after-school programs can have a positive impact on student
13 achievement, social interaction, and safety.

14 NAESP believes federal, state, and local leaders, including principals, should provide vision and support
15 for effective extended-day learning that includes a variety of enrichment opportunities.

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

20 NAESP will continue to collaborate and work in partnership with local, state and national organizations
21 for the total development of the whole child.

(’71, ’72, ’86, ’94, ’95, ’00, ’05, ’06 ’09, ’10 ’12, ’13, ’14, ’15, ’16, ’17, ’18, ’19, ’22, ’23, ’24)
Rationale: Updates platform to include “mental health” needs of children

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4-Educational Equity (A)

- 1 NAESP supports the right of each and every student regardless of race, ethnicity, gender, family income,
2 homelessness, language, disability, sexual orientation, gender identification, immigration status, and
3 other demographics to access fair and equitable educational opportunities.
- 4 NAESP believes that the rights of all students, especially those who are marginalized and in underserved
5 communities should be protected.
- 6 NAESP believes school culture, climate and social-emotional development should support equity and
7 diversity for all students.
- 8 NAESP believes educational opportunities should recognize and respect all stakeholders within our
9 local, state, national, and global communities. ('82, '92, '00, '10, '13, '16, '18, '21, '22)
- 10 **No Changes**

5-Positive School Climate and Culture (B)

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

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

9 NAESP believes each child has the right to learn in school without interference from unacceptable
10 behaviors such as, but not limited to, fighting, physical violence, bullying, cyber bullying, harassment,
11 intimidation, and hazing. Principals should ensure that each child has the necessary tools to be
12 successful during both in-person and virtual learning, to provide an equitable education for all.
13 Resources should include, but are not limited to, technology, nutrition, transportation, and social
14 emotional learning supports.

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

19 NAESP supports legislation that would prohibit all forms of corporal punishment in schools.
('73, '75, '77, '90*, '00*, '05, '10 '12, '13, '14, '15, '17, '18, '19, '20, '21, '22, '23)

No Changes

6-School Safety (C)

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

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

9 NAESP also believes each child has the right to learn and feel physically and emotionally safe in school
10 without interference from violence, including gun violence, threats to well-being, harassment,
11 intimidation, and bullying. NAESP endorses that school safety needs to be adequately funded by federal
12 and state governments.

13 NAESP believes no policy should be enacted allowing educators to carry firearms in schools. NAESP
14 believes arming educators would produce more harm than good. NAESP believes School Resource
15 Officers who work in collaboration with educators should be trained in current culturally responsive
16 and trauma informed practices and be fully trained in accordance with National Association of School
17 Resource Officers (NASRO) and similar standards.

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

20 NAESP believes safe schools offer school-based mental health supports and ensure adequate funding
21 and resources. We support the improvement of the student to school counselor ratio. We believe school
22 counselors and mental health professionals should infuse prevention and intervention services into the
23 learning process and integrate services provided through school-community partnerships.

('86, '89, '90, '94, '95, '01, '06, '10, '13, '14, '15, '16, '18, '19, '21, '22, '23)

No Changes

7-Selection and Use of Instructional Materials (A)

1 NAESP believes principals must uphold the rights of freedom of responsible expression and free access
2 to information. Principals must affirm the right of students and teachers the availability of a variety of
3 curricular materials to explore divergent points of view.

4 NAESP believes each student must have appropriate and equitable access to resources and technology.

5 NAESP supports funding for a full-time certified media/technology specialist in every elementary and
6 middle school.

7
8 NAESP believes we must teach the ethical, responsible, and safe use of technology, including Artificial
9 Intelligence, and other media resources, especially as they relate to copyright law, the internet and
10 other social media. NAESP supports fair procedures for selecting educational materials, including
11 protocols for challenge and review.
12

13 NAESP believes the selection of instructional materials and curriculum programs should be locally
14 controlled. Principals should provide leadership in the selection and adoption of instructional materials,
15 including digital resources.

16
17 NAESP supports funding for a full-time instructional coach in every elementary and middle school. The
18 coaching model will help teachers' pedagogical understanding and increase student learning.
19

20 ~~NAESP believes we must teach the ethical, responsible, and safe use of technology and other media~~
21 ~~resources, especially as they relate to copyright law, the internet and other social media. NAESP~~
22 ~~supports fair procedures for selecting educational materials, including protocols for challenge and~~
23 ~~review.~~

24 NAESP believes the full funding of instructional materials including current and accessible technology
25 along with professional development is the shared responsibility of federal, state, and local
26 governments. ('82, '92*, '02*, '10, '17, '19, '20, '21, '22, '24)

Rationale: Reorganized wording and emphasized instructional support for teachers

Impact: Strengthens Platform

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8-Principal Retirement (B)

- 1 NAESP believes principals and their spouses should receive full benefits from all retirement systems
2 into which contributions are made on their behalf and supports legislation that protects full benefits for
3 principals and their spouses.
- 4 NAESP believes all retirement plans should be portable from state to state and include cost-of-living
5 increases. As a minimum, retirement benefits without penalty should be provided after completion of 25
6 years of service.
- 7 NAESP believes retired principals should be encouraged to continue participation in professional
8 activities of principals' associations, and that local, state, and national education organizations should
9 utilize the expertise and talents of retired principals to further their goals.
('80, '86, '89, '99*, '04, '09, '10, '13, '14, '16, '18, '19)

No Changes

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9-Discriminatory Practices (C)

- 1 NAESP values and respects diversity in our culture and believes discrimination including but not limited
- 2 to age, disability, gender, religion, race, sexual orientation, socio-economic status, immigration status,
- 3 gender identity, and biases must be countered, addressed, and corrected until they are eliminated.
('70, '71, '72, '73, '75, '90*, '00*, '05, '10, '16, '21, '22, '23)

No Changes

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

- 1 NAESP recognizes the contributions of non-profit private schools and believes that all personnel must
- 2 be held to the same levels of accountability and licensure required for public schools. Curriculum must
- 3 be current and rigorous as required for public schools.
('72, '75, '85, '95, '05, '10, 14, '22)

No Changes

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11-Public Schools and Media (B)

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

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

('82, '88, '97, '03, '08, '10, '13, '15, '18, '23)

No Changes

12-School Construction and Renovation (C)

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

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

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

9
10 NAESP believes principals, teachers, students, parents, and community members must be involved in the
11 design process of school buildings. ('00, '05, '10, '13, '15, '17, '18, '22, '23)

No Changes

13-Employment Rights of the Principal (A)

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

No Changes

14-Principal Performance and Evaluation (B)

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

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

- 7 1. Professional learning and growth
- 8 2. Student growth and achievement
- 9 3. School planning and progress
- 10 4. School culture
- 11 5. Professional qualities and instructional leadership
- 12 6. Stakeholder support and engagement

13 NAESP believes rating and ranking based on student test scores should not be the sole or primary
14 criterion in the evaluation, dismissal, reassignment, or compensation of principals. No more than 25% of
15 a principal's evaluation should be based on student standardized test scores since test scores reflect a
16 narrow definition of student success.

17 NAESP believes an effective principal evaluation process is created with significant involvement of
18 principals; focused on professional learning; flexible enough to accommodate differences in principals'
19 experience; based on accurate, valid, and reliable information gathered through multiple measures; fair
20 in that priority is placed on outcomes principals can control; and useful for informing principals'
21 learning and progress through mentoring/coaching.

('12, '13, '14, '15, '16, '17, '18, '19, '21, '22, '23)

No Changes

15-Principal Health and Wellness (C)

- 1 NAESP believes the health and well-being of the principal is ~~imperative~~ vital to a school's success.
- 2 NAESP recognizes the duties and responsibilities of the school principal are increasingly complex and
3 demanding. Therefore, NAESP recognizes the importance of overall wellness including fitness, nutrition,
4 use of leisure time, and stress management for all principals.
- 5 NAESP believes principals must take care of themselves to take care of the intricacies of the school
6 community. NAESP recognizes the amount of time allocated for the demands of the job must be balanced
7 with stress-reducing activities.
- 8 NAESP believes the state and local school district must provide principals with the time, support, and
9 resources to effectively meet professional responsibilities. NAESP further believes such support can
10 foster a balance between work, personal life, and other responsibilities. This will allow principals to
11 build resiliency, refresh, and rejuvenate themselves to perform their duties effectively.
- 12 NAESP believes when health, wellness, and job satisfaction are aligned, principal retention increases.
13 This directly impacts the success of all stakeholders involved with the school.
('15, '16, '22, '24)
Rationale: Improved word choice

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16-United States Department of Education (C)

- 1 NAESP believes in sustaining the Cabinet-level status of the U.S. Department of Education.
2 NAESP believes that the United States Department of Education should strongly support and promote
3 public education as the cornerstone of American democracy. ~~NAESP believes in sustaining the Cabinet-~~
4 ~~level status of the U.S. Department of Education.~~
- 5 NAESP believes educators with experience and training in elementary and middle school administration
6 should staff a representative number of decision-making positions in the U.S. Department of Education.
- 7 NAESP believes the U.S. Department of Education should maintain formal opportunities for current
8 principals to share their experiences and knowledge in order t to inform national policy.
- 9 NAESP is committed to a reciprocal relationship with the U.S. Department of Education. NAESP supports
10 the ongoing focus on research and development to collaboratively meet the educational needs of our
11 nation's children and the concerns of school principals.
('80, '84, '94*, '04, '09, '13, '14, '15, '17, '18, '22, '24)
Rationale: Strengthens opening paragraph

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17-Prayer in Public School (A)

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

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

No Changes

18-Charter Schools (B)

- 1 NAESP believes that in order for a charter school to receive state and/or federal funds, it must:
- 2 1. be led by a certified principal with at least 5 years of successful teaching experience and a degree
 - 3 in educational leadership;
 - 4 2. employ highly qualified and appropriately certified staff;
 - 5 3. be nonprofit and tuition free;
 - 6 4. be supported by a funding source that does not divert funds from other public schools;
 - 7 5. be governed by an elected board;
 - 8 6. meet the same accountability standards as other public schools which include health and safety,
 - 9 fiscal responsibility, curriculum content, academic achievement, state-mandated testing, and
 - 10 disclosure;
 - 11 7. adhere to the same accreditation standards as other public schools;
 - 12 8. be non-discriminatory in enrolling or dismissing students and hiring or dismissing staff;
 - 13 9. be required to serve students with disabilities and English Language Learners to the same extent
 - 14 as other public schools;
 - 15 10. provide the same level of support services required of other public schools; and
 - 16 11. provide its employees the same benefits as other public schools.
- 17 NAESP believes charter schools should not supplant a comprehensive school reform program.
(’00, ’05, ’14, ’15, ’17, ’18, ’21, ’23)

No Changes

19-Virtual and Distance Learning (C)

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

2 **Virtual Schools**

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

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

Distance Learning

13 NAESP is committed to promoting educational systems that support every child’s wellbeing and
14 strengths. Decisions regarding distance learning should keep in mind marginalized and underserved
15 communities. Distance learning should provide students with equitable access to learning devices,
16 platforms, hotspots, other schools and classrooms, and Wi-Fi to access instruction. In situations such as
17 a pandemic and natural/manmade disasters, NAESP encourages:

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

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

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

30 **Innovating:** The complex circumstances in which learning is currently situated requires ongoing
31 reflection and iteration to assure deep learning for every student as well as sustained, intensive,
32 collaborative, job-embedded, data-informed, and classroom focused professional development.
(’02, ’07, ’12, ’13, ’14, ’15, ’16, ’17, ’18, ’20, ’21, ’22)

No Changes

20-Home Schooling (A)

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

4 NAESP believes the following safeguards should be in place for each child:

- 5 1. learning in a healthy and safe environment;
- 6 2. participation in appropriate social experiences;
- 7 3. interaction with students from other social/racial/ethnic groups;
- 8 4. aligning the full range of rigorous curricular experiences and materials with state standards;
- 9 5. guaranteeing instruction by certified and highly qualified persons;
- 10 6. participation in state-mandated assessments. The results of these assessments should not be
11 included in the local public-school scores; and
- 12 7. compliance with state and federal laws addressing children with special needs.
('93, '03, '04, '09, '13, '22)

No Changes

21-Privatization and Outsourcing (B)

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

No Changes

National Association of Elementary School Principals
Proposed Resolution

22-Programs of Choice (C)

1 NAESP believes public schools are the cornerstone of American democracy.

2 NAESP believes that students learn most effectively in a school setting that reflects American society and
3 culture.

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

6 Programs of choice should:

- 7 1. be locally developed, locally controlled, and carefully constructed;
- 8 2. have a clear statement of guidelines, procedures, and academic goals;
- 9 3. be held to the same accountability measures as all public schools in the state;
- 10 4. include parent involvement in the planning and development of local programs;
- 11 5. be an opportunity for local schools, given sufficient and equitable funding, to provide unique
12 programs;
- 13 6. take into account "equal access" for all students such as gifted, special education, English
14 Language Learners, students with social emotional challenges or behavior concerns.
- 15 7. not exceed state and local determinations of class size;
- 16 8. not negatively impact racial or socioeconomic balance;
- 17 9. not divert money from public schools to private schools;
- 18 10. have as their foundation the approval of the state and local boards of education and be staffed by
19 certified teachers and principals who are highly qualified; and
- 20 11. be subject to the same laws and regulations as are all public schools in the state.

('93, '97, '02, '07, '14, 15, '17, '23)

No Changes

23-Tuition Tax Credits and Vouchers (A)

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

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

- 6 NAESP rejects all proposals reducing financial support preventing high quality public education.

('82, '92*, '94, '04*, '14, '17, '18, '20, '23)

No Changes

National Association of Elementary School Principals
Proposed Resolution

24-Legal Protection for School Personnel (B)

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

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

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

No Changes

25-Government Support and Accountability for Education (C)

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

No Changes

26-Elementary and Secondary Education Act (B)

1 NAESP recognizes that the Elementary and Secondary Act (ESEA) and its current iteration, the Every
2 Student Succeeds Act (ESSA), is the primary means of providing federal support to K-12 schools.

3 NAESP supports principal leadership in the state and local development of ESSA plans to ensure all
4 students are college and career ready. Parents and local leaders must be at the forefront of ESSA
5 implementation and NAESP supports principals as they fulfill the requirements of ESSA for a well-
6 rounded and complete education for every student.

7 NAESP recognizes that, more broadly, federal policy must comprehensively support school leaders
8 through strategies which include:

- 9 • Differentiating and supporting the role of principals, with a particular emphasis on recruiting,
10 preparing, and retaining school leaders. Bolster the pipeline for principals, assistant principals,
11 teachers, and support staff and provide them with ongoing, job embedded professional
12 development. Support a state set-aside of 3% of Title II Part A allocations to support
13 professional learning opportunities for school leaders.
- 14 • Accountability systems that include multiple measures of student growth and achievement,
15 climate, safety, engagement, and how schools are meeting the on-academic factors that
16 contribute to student success. State interventions based on accountability results should
17 consider the impact of Covid, prioritize the schools most in-need, and provide such schools with
18 the resources and evidence-based improvement strategies necessary to help all students.
- 19 • Support for early childhood education, educators, and a Pre-K-3 continuum of aligned
20 standards, curriculum, and instruction to help improve student outcomes.
- 21 • Fully funding K-12 formula grant programs to address equity and provide schools with
22 adequate resources to improve student outcomes, comprehensive curriculum and well-
23 rounded education, a positive school climate, learning opportunities outside the school day, and
24 student well-being and social-emotional development.
- 25 • ('17, '18, '19, '20, '22, '23)

No Changes

National Association of Elementary School Principals
Proposed Resolution

27-Curriculum Content and Standards (A)

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

- 3 NAESP believes principals must be involved in the planning, development, implementation, and
- 4 evaluation of curriculum content and standards.
(‘10, ‘13, ‘17, ‘21)
No Changes

National Association of Elementary School Principals
Proposed Resolution

28-Arts in Education (A)

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

5 NAESP believes principals must promote the inclusion of arts integration and the use of effective
6 instructional strategies. The arts provide students with multiple opportunities of learning and
7 understanding.

8
9 NAESP believes arts integration intensifies academic rigor as students engage problem-solving skills to
10 draw connections across disciplines and demonstrate competency through creative endeavors.

11 NAESP believes afterschool and summer learning programs should embrace arts-enhanced learning
12 activities that are aligned with the school curriculum.

('16, '17, '19, '21)

No Changes

29-Student Disabilities (B)

1 NAESP supports the Individuals with Disabilities Education Act (IDEA) and Section 504 of the
2 Rehabilitation Act of 1973. Our emphasis is on the early identification beginning at birth, guaranteeing
3 that all students, irrespective of disabilities and/or other health impairments, are entitled to a free
4 appropriate public education in the least restrictive environment.

5 NAESP believes IDEA must be fully funded to meet the needs of all students with disabilities. IDEA
6 authorizes the federal contribution at 40% of the excess cost of educating students with disabilities.

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

12 NAESP supports ongoing professional development in understanding and addressing bias, multilingual
13 learners, and culturally responsive practices to mitigate possible overidentification of traditionally
14 underrepresented or marginalized groups/students.

15 NAESP supports continuation and expansion of related services to local districts by appropriate state
16 and community service agencies. Full and expedient funding from the state and federal levels is
17 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, ’10, ’13, ’15, ’16, ’17, ’18, ’19, ’23)

No Changes

30-Principal Professional Growth and Learning (C)

1 NAESP believes all principals, first year or veterans of the profession need ongoing support to build
2 capacity for a job that is constantly changing.

3 NAESP believes all principals must have access to and the autonomy to choose from a wide range of
4 relevant, high-quality, and capacity building professional learning opportunities. Professional learning
5 experiences must be aligned with the necessary core competencies of school leadership and based on
6 research-supported standards of practice to effectively lead schools.

7 NAESP advocates for programs and funding that provide high-quality professional learning
8 opportunities for principals. NAESP believes districts must provide sufficient time and resources for
9 principal professional learning opportunities.

10 NAESP believes federal and state governments as well as school districts must allocate funds and
11 resources specifically for principal professional learning opportunities. These may include but are not
12 limited to job-embedded learning, utilization of technology, access to mentoring and coaching, and
13 professionally delivered content outside their schools.

14 NAESP supports sustained, intensive, collaborative, job-embedded, data-informed, and classroom-
15 focused professional development.

16 NAESP believes school districts must provide principals the time, support, resources, and discretion
17 needed for collaboration, networking, and participation in professional organizations.

('02, '07, '10, '11, '12, '13, '14, '15, '16, '17, '18, '20, '22)

No Changes

31-Early Childhood Education (A)

1 NAESP believes quality early childhood, Pre-K-3rd grade experiences provide a strong foundation for
2 future academic and personal achievement.

3 NAESP believes that early childhood programs and experiences should be available for all children
4 within the elementary setting.

5 NAESP recommends, supports, and encourages schools to implement developmentally appropriate
6 practice that includes social, physical, emotional, and academic experiences for Pre-K-3rd grade.

7 NAESP supports a continuum of learning from Pre-K-3rd grade. NAESP believes early childhood
8 curriculum should include robust standards and instruction, purposeful play, and age-appropriate
9 assessment that create a consistent framework for learning from Pre-K-3rd grade. Principals must be
10 provided individualized professional learning to strengthen their knowledge of early childhood
11 education.

12 NAESP believes full-day kindergarten programs are essential and should be mandatory.

13 NAESP believes that federal and state funding for school-connected early childhood programs must be a
14 legislative priority and supports collaboration between entities to promote a seamless continuum of
15 services from Pre-K-3rd grade without impinging on current funding for public education.

('60, '62, '67, '68, '84 '85, '88, '90, '93, '98, '01, '05, '08, '09, '10, '11, '12, '13, '14, '15, '17, '19, '20, '22)

No Changes

National Association of Elementary School Principals
Proposed Resolution

32-School and Class Size (B)

- 1 NAESP recognizes research that indicates small schools are more likely to foster a sense of nurturing,
- 2 belonging, and school community. NAESP endorses elementary school populations of not more than
- 3 400. If an elementary/middle school is larger than 250, or if the school community warrants more
- 4 support, NAESP recommends that an assistant principal be added to the school.

- 5 NAESP advocates that appropriate state agencies and school districts develop plans to facilitate the
- 6 implementation of a class-size ratio of not more than 20:1 in the elementary grades.
('90, '98, '01, '06, '18, '20, '22, '23)

No Changes

National Association of Elementary School Principals
Proposed Resolution

33-Drug and Substance Abuse (C)

- 1 NAESP recognizes the serious effects of substance abuse on the school community.
- 2 NAESP recommends increased efforts to improve existing drug and substance abuse education and
- 3 prevention in schools to provide information about the harmful effects of the improper use of drugs.
- 4 These elements include, but are not limited to tobacco, alcohol, electronic nicotine delivery device,
- 5 marijuana, and illegal substances.
- 6 NAESP supports the elimination of smoking, vaping, edibles, and all e-cigarettes in schools, on school
- 7 properties, and all educational facilities.
- 8 NAESP recommends cooperative action by appropriate groups to prevent access to and use of these
- 9 substances in the school community.
- 10 NAESP recommends the availability of lifesaving emergency resources for drug overdoses.
- 11 NAESP strongly encourages the media, tobacco companies, and the entertainment industry to eliminate
- 12 any glorification of substance use and abuse portrayed in programming and advertising.
('78, '86, '88, '93, '98, '03, '08, '15, '16, '18, '19, '20, '22, '23)
No Changes

34-Student Health and Wellness

- 1 NAESP believes that health and wellness are lifelong pursuits that contribute to overall well-being.
- 2 NAESP recognizes the importance of instruction and support in the areas of fitness, nutrition, use of
3 leisure time, social-emotional wellness, mental health, and stress management.
- 4 NAESP believes in supplying schools with lifesaving resources and training for personnel.
- 5 NAESP believes that parents, educators, social agencies, community groups, and health professionals
6 should address students' physical and mental health and wellness issues to minimize disruptions to
7 their education.
- 8 NAESP supports the elimination of smoking, vaping and all e-cigarettes in schools and all educational
9 facilities.
- 10 NAESP recognizes the importance of good nutrition. The school meal program should provide nutritious,
11 well-balanced breakfasts and lunches in accordance with federal and state regulations. NAESP believes
12 that sufficient federal and state monies must be provided for school meal programs.
- 13 NAESP believes that students should participate in supervised structured and unstructured physical
14 activities. Daily physical education provided by a certified P.E. teacher and recess is an important
15 component of a child's physical and social development.
- 16 NAESP believes every school should have a full-time certified school counselor, social worker, mental
17 health practitioner, board certified behavior analyst, or other qualified personnel to ensure guidance for
18 students' emotional, mental, and social needs. Every school should have a certified school nurse to
19 attend to students' medical, health and wellness needs.
- 20
- 21 NAESP recognizes that social media can be beneficial to some youth, but online activities are not
22 necessarily benign and that a growing body of research suggests it can be harmful to young people and
23 lead to anxiety, depression, low self-esteem, cyberbullying, online harassment, poor sleep, eating
24 disorders, and other mental health issues. Technology and social media companies have a responsibility
25 to protect youths' privacy and exposure to harmful and inappropriate content. Educators should be
26 mindful of social media's risks, limit its use, and support parents and students in protecting themselves.
('93, '97, '02, '07, '08, '09, '13, 14, '17, '19, 20, '22, '23, '24)

Rationale: Provides additional specific job roles benefiting schools, addresses growing concerns about the ubiquity of social media, its use, and impact on children

Impact: Strengthens Platform, identifies an issue of growing national importance

35-Retention and Social Promotion (B)

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

No Changes

36-Assessment (C)

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

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

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

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

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

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

23 NAESP opposes the use of standardized assessments as the sole or primary criterion to measure student
24 performance; to rate, grade or rank principal, teacher, student, or school effectiveness; to allocate funds;
25 or to take punitive measures against schools and/or school personnel.
('72, '76, '85, '89, '97, '01, '02, '07, '11, '12, '14, '15, '16, '17, '18, '21, '23)

No Changes

37-American and Global Citizenship (A)

- 1 NAESP believes public schools are the cornerstone of American democracy.
- 2 NAESP believes public schools must work to assure that every child demonstrates critical-thinking,
3 communication, collaboration, creativity, and compassion as well as an understanding of democracy,
4 citizenship, and the significance of living in a global society.
- 5 NAESP encourages principals to foster an environment that honors and respects equity and diversity.
- 6 NAESP believes schools play a key role in encouraging students to participate in programs that foster
7 positive citizenship and develop a sense of responsibility to the community. NAESP endorses the
8 principles of democracy found in strong and active elementary or middle school student leadership
9 opportunities.
- 10 NAESP recommends strong home/school partnership programs be developed that encourage positive
11 citizenship and character.
- 12 NAESP believes all schools should embrace service-learning opportunities and character education
13 including social-emotional learning to promote academic achievement, character development, and
14 global citizenship.
- 15 NAESP encourages building a strong American and global identity by broadening children's
16 understanding of our nation's shared culture and appropriate interactions throughout the world.
('02, '03, '08, '10, '13, '14, '16, '17, '20, '21, '22, '23)

No Changes

National Association of Elementary School Principals
Proposed Resolution

38-Relationships with Other Educational Groups (B)

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

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

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

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

No Changes

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

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

3 NAESP believes the federal government must provide adequate financial assistance for programs and
4 services to meet the changing demographics of schools and the needs of each student. Special
5 consideration should be given to those districts and schools with the highest density of disadvantaged
6 and high need students. This increased federal funding is needed, with flexibility and accessibility for
7 individual districts and schools to design appropriate programs.

8 NAESP believes that principals should be involved in careful planning with boards of education, staff,
9 parents, and members of the community to meet the challenges of changing enrollments and the
10 resulting budget implications. Principals should exercise a leadership role in devising alternative ways
11 of utilizing staff and maintaining local school programs to meet the needs of students.
('74, '75, '84, '94*, '04, '09, '10, '13, '14, '15, '17, '18, '22)

No Changes

National Association of Elementary School Principals
Proposed Resolution

40-Community Involvement in Schools (A)

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

- 3 NAESP believes schools can be utilized for instructional, childcare, civic, social, and recreational
- 4 programs as deemed acceptable by individual school district policies and procedures with adequate
- 5 additional resources.

- 6 NAESP believes that schools should promote the use of quality volunteers who have been properly
- 7 screened according to state laws and regulations to support school programs.
('85, '95, '02, '07, '12, '14, '15, '16, '17, '20, '22)

No Changes

41-Culturally Responsive and Relevant Teaching (B)

1 NAESP believes that a well-rounded elementary and middle school curriculum is one that embeds
2 diverse, equitable, and inclusive representation.

3 NAESP respects values and celebrates the unique characteristics and perspectives of the diverse
4 populations within our schools.

5 We believe that effective ongoing collaboration of all stakeholder groups and intentionally seeking the
6 perspectives of underrepresented and/or marginalized groups, provides the necessary and unique
7 voices that bring cultural responsiveness and inclusivity needed for student success.

('78, '84, '94*, '02, '07, '13, '16, '2, '23)

No Changes

42-Parent/Guardian and Community Engagement (C)

1 NAESP believes schools should reach out to the parents/guardians and the broader community for
2 partnerships in education. Parents/guardians bear the primary responsibility to assist children in
3 developing their full potential.

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

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

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

13 NAESP commends the efforts of volunteers and parent/teacher groups and alliances within schools.
14 These individuals and groups serve as child advocates and provide valuable support to the success of all
15 learners.
('84, '92, '95, '05, '08, '16, '17, '18, '20)

No Changes