

KENTUCKY ASSOCIATION OF ELEMENTARY PRINCIPALS 2010-2011 Resolutions

KAESP believes that the statewide accountability system should be based on a growth model with the capacity to monitor individual learner progress over time. This model should incorporate multiple criteria to determine school success. The assessment system's purpose should be to improve student achievement not to rank or sanction schools.

KAESP believes that students who are Gifted and Talented have unique learning needs that must be addressed. Increased funding is needed to provide professional development for all teachers, appropriate services, and comprehensive identification processes that are also sensitive to identification of gifted students with disabilities, economically disadvantaged, ethnically diverse, and/or learners of the English language. The association believes that funding for Gifted and Talented education must remain separate categorical funding. We voice our support of the white paper, "Kentucky's Future: Mining Untapped Treasure – Children and Youth of the Commonwealth Who Are Gifted and Talented," which calls for increasing funding for Gifted and Talented education from \$7.1 million to \$25 million.

KAESP believes that students' health and wellness should be promoted through food services, physical activity, instruction, and other daily operations of the schools. The association believes that there should be substantial input from school principals in the refinement of legislation and policy development to assure adequate funding and preservation of instructional time.

KAESP believes that the state's principals and other certified staff deserves the assurance of medical insurance coverage for retirement at the level provided during active employment. Therefore, retired certified educators must be assured and receive, by law, the same retirement insurance coverage as is currently assured other state employees.

KAESP believes that NCLB must be revised to value improvement in student achievement and reduction of achievement gaps for subgroups. The association supports revision of NCLB to assist schools in closing the achievement gaps for subgroups, rather than costly punitive measures that reduces local discretion of use of funds.

KAESP believes that the principal, as the instructional leader of the school, has an inordinate amount of demands placed upon his/her time. In order to provide the students, teachers, and parents with optimal instructional leadership, every elementary school, regardless of the size, should be staffed with a full-time principal. KAESP also believes that schools reaching 450 students should be allocated a full-time assistant principal. The association believes this will provide the children and the school community with the leadership necessary for a thriving, nurturing and safe environment.

KAESP believes in the importance of the school counselors in elementary school in being proactive in the area of school violence and emotional well being of all students. The association believes that counselors should work with children individually and in small groups and should not serve in the capacity of an assistant principal. The association believes that the Commonwealth should fund full-time counselors in all elementary schools.

KAESP believes that the welfare of this state and nation is dependent upon a strong public education system. School vouchers reduce gross tax revenues and adversely affect financial support of public education. The progress made in the 1990's is evidence that the equalization of financial support of public education has made a significant impact on student achievement in Kentucky. KAESP does not endorse redirection of valuable resources toward vouchers.

KAESP believes that when alternative options such as home schooling have been permitted 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.