NAESP Releases Results of National Survey of Principals Regarding COVID-19

The spread of coronavirus (COVID-19) has created unprecedented challenges for K-12 schools amid school closures across the country, according to a survey of principals conducted by the National Association of Elementary School Principals (NAESP). The ripple effect of these closures has left principals and their teams working around the clock to support school staff, implement digital learning procedures, and provide student meal pick-ups and delivery.

Earlier this month, in response to the COVID-19 pandemic, NAESP conducted a nationwide survey of principals to gather more information about what’s happening on the ground in schools, how principals are responding, and what additional resources they will need going forward. The survey was done in conjunction with a survey conducted by AASA, the School Superintendents Association. The two surveys provide a snapshot of the challenges districts and school leaders are facing with this crisis and how they’re responding. The NAESP survey, conducted from March 17-25, received 639 total responses from principals in all 50 states.

“School principals are leaders of their schools and leaders in their communities,” says NAESP Executive Director L. Earl Franks, Ed.D., CAE. “In challenging times, communities look to principals to lead. It’s essential that schools have the resources to support students and staff and provide high-quality instruction during the coronavirus pandemic. We felt it was important to hear from principals directly about what is happening on the ground during this crisis. The results from our nationwide survey are clear: Schools need additional resources to provide distance learning and to address gaps in education technology access.”

Key Findings
Respondents represent schools in urban, suburban, and rural communities with school populations ranging from fewer than 200 students to more than 750. Here are the key findings:

Scaling Up Education Technology: 82 percent of respondents said they were not sure how their district plans to scale up education technology services to deliver curriculum and instruction during an extended COVID-19 outbreak.

Delivering Instruction Virtually: Respondents noted that a mix of barriers existed that prevent their school districts from going to a fully online learning modality. Topping the list were internet access at home (72 percent), lack of instructional capacity for online learning (36 percent), limited 1:1 device programs within their grades (35 percent), and no 1:1 device programs at all (26 percent).

Creating Equitable Learning Opportunities: In schools with students who don’t have access to the internet or digital devices at home, 63 percent of respondents are providing book- or paper-based learning opportunities, 26 percent are providing hotspots or WiFi devices, 19 percent said they work with ISPs to make affordable connectivity available, and 16 percent said they communicate with community partners with internet access to facilitate learning.

Providing Meals to Students: Many students rely on school meals for their daily nutrition, which poses a problem when schools close unexpectedly. Just over 87 percent of respondents said their school has a plan in place to continue to serve students meals amid school closures.

Calculating the Costs of COVID-19: When asked what costs their school will incur in responding to COVID-19, the top answers were costs associated with cleaning the schools (68 percent), costs related to providing meals to students off-site (57 percent), costs related to printing and disseminating paper learning materials (56 percent), and costs related to teacher pay (47 percent).

Common Concerns Among Educators
Given the opportunity to elaborate on several of the survey questions, respondents—no matter their school population and demographics—shared common concerns about maintaining an equitable learning environment for students.

“Our district is large and covers areas that are affluent and could most likely go online pretty easily to homes where there is barely electricity,” said one respondent from South Carolina. “To keep things consistent, we are all doing paper packets.”

Another respondent, from Maryland, said, “The gaps become bigger between our African American, Hispanic, and special education populations as they have less ability to work with parent support and/or internet access at home.”

To overcome issues with equity, one respondent focused on unconventional learning opportunities. “Until we can ensure that our students with special needs can be served, our connections with families are focused on optional resources they can access,” said a respondent from Idaho. “We’re encouraging some basics: reading, writing, playing outside, riding bikes, hiking, playing board games, and baking in the kitchen, for example.”

Though not asked directly in the survey, respondents showed concern for the mental well-being of members of their school communities. “I am concerned about the extent of mental health needs of families and students,” one respondent, from Alabama, said. “Families not being able to work to provide for their families due to many businesses/industries shutting down causes a lot of stress. I worry about our elementary students having to remain at home where there is instability. We are a safe haven for many of our students where we provide food, shelter, and love.”

—Dateline NAESP

NAESP has decided to cancel the National Convention that was scheduled in July in Louisville. Registrations will be refunded by NAESP. If you booked a hotel room, it is your responsibility to cancel it.
First Year Principals and Assistant Principals: you receive a free KAESP membership for your first year. Complete a membership application form and send it to the KAESP indicating your first year principalship status.

Kentucky Association of School Administrators (KASA) will no longer collect KAESP dues!!

KASA has made the decision was made that it was not economically feasible for KASA to collect dues for their affiliates. So, to join, you will need to join KAESP directly. We hope that you will make the choice to become a member of your association.

Now there are three ways to join KAESP:

- Personal Check
- Purchase Order
- PayPal

For items one and two above, mail these to Rosie Young, 1801 Echo Trail,Louisville, KY 40245

For item three above, please visit the KAESP website (www.kaespky.org) and use the PayPal option on the Join Us screen.

The membership application is available on the website: www.kaespky.org

Learn what precautions you can take about the coronavirus.

Call the KY Department for Public Health’s COVID-19 hotline at (800) 722-5725 or visit its COVID-19 webpage.

More information also is available on KDE’s COVID-19 webpage

Principal COVID-19 Humor

KAESP is Looking for Board Members!

Do you have an interest in serving on the KAESP Board of Directors? We are looking for principals and assistant principals to serve on the board by representing the principals in their region. The full board only meets about two times a year with most business conducted via email. Regional representatives are asked to recruit members from their region, attend KAESP functions, and provide leadership in KAESP. We are looking to grow the board and involvement of our members in KAESP. We need you!

If you are interested in being a more active member, please contact Rosie Young at ryoung@bellarmine.edu.

KAESP Website

The new KAESP website is up and running—check it out at: kaespky.org

www.kaespky.org

Newsletter, joining our Association, and more information about KAESP can be found at https://kaespky.org/

News from KDE

KDE releases initial guidance on how to re-start schools for 2020-21 year amid COVID-19 pandemic

(FRANKFORT, KY) – The Kentucky Department of Education (KDE) released a new guidance document May 15 about questions schools and districts should consider when they are making plans for how to restart school for the 2020-2021 school year.

The document — “COVID-19 Considerations for Reopening Schools, Initial Guidance for Schools and Districts” — leads school leaders through a variety of questions to consider about:

- How they will ensure the health and safety of everybody in their buildings;
- the health and safety of everybody in their buildings;
- How they will maintain quality teaching and learning;
- How they will support exceptional learners, including gifted and talented students and students in need of special education services; and
- How they will continue school and district operations.

Many of the decisions on how to move forward in this challenging time will be decided by local boards of education and school-based decision-making councils.

“This initial guidance provides schools and districts a framework for how they will need to start the 2020-2021 school year,” said Interim Commissioner Kevin C. Brown. “We are first trying to ask the questions districts need to ask themselves when dealing with all of the complex issues that have arisen as the result of the COVID-19 pandemic. We hope districts, schools and communities will use these questions to help order their thoughts and think through the many issues that will be facing educators in the Commonwealth when school resumes.”

As the COVID-19 situation evolves and additional recommendations from the governor and the Department for Public Health are issued during the summer, the guidance documents produced by KDE will continue to be updated and amended as required to meet the needs of Kentucky’s schools and districts. More guidance and resources can be found on the KDE COVID-19 website.

“All our dreams can come true, if we have the courage to pursue them.”

-Walt Disney
From the Executive Director, Dr. Rosie Young

The New Normal

Summer Time!

By now, the school year has come to an end. Here’s hoping that you and your family and school community are well and taking some well-deserved rest.

What do you think the fall will bring? What have we learned concerning technology that will become part of what we do in the future? One thing we have learned. Internet connections across the state must be improved. The infrastructure has to be improved so that every family has access if needed and wanted.

The creativity of schools in reaching out to families and communities has been remarkable! Leave it to educators—they will figure it out and make it amazing!

Take care, Rosie

KAESP has joined with a number of other state associations to launch the Ed Leaders Network.

The Ed Leaders Network (ELN) is grounded in the belief that educational leaders impact student performance. With this foundational belief at the ELN’s core, multiple state principal associations have partnered together to provide you high quality, on-demand professional development webinars to enhance your leadership growth.

A dynamic professional networking community has also been created to allow you to interact with your peers and leadership experts from across the country. In short, the ELN’s mission is to provide you the professional development content and capacity building professional network you need to do what’s best for your students and learning community.

Regular ELN pricing will be $199 annually for Members of State Affiliates/$399 for non-members once the early bird rate ends.

Please visit the website at www.edleadersnetwork.org to take a tour of the site.

News from NAESP

Dave Steckler elected Vice President

Dave Steckler is the principal of Red Trail Elementary School in Mandan, North Carolina. Dave has served on the NAESP Board of Directors as the Zone 7 Director. Four words drive his purpose: communication, purpose, passion and pride. Dave desires to lead with his voice at the national level and to promote international school leadership while establishing a community of learner throughout the nation.

NAESP Forms Principal-Led Coronavirus Taskforce

On Thursday, March 20, NAESP formed the NAESP National Coronavirus Taskforce to advise the response of school leaders during this unprecedented time. The goal of this group is to advise NAESP on the state of affairs in school communities, reveal schools’ common challenges and solutions, and support a peer-to-peer network of support for school leaders.

About the Taskforce

NAESP will use the taskforce’s advice and recommendations to create resources and supports for NAESP members and the nation’s school leaders, as well as to inform NAESP’s advocacy efforts on Capitol Hill.

Up-to-Date Resources

The supports, resources, and best practices that come from the taskforce will be added to the NAESP Coronavirus COVID-19 Resources page. Check back often, as new guidelines and resources will be posted daily. Currently, you’ll find updated guidance from the Centers for Disease Control and Prevention, the U.S. Department of Education, and other education stakeholders. Plus, we’ve created easy-to-read, shareable graphics that you can pass along to members of your school community.

Join NAESP!

If you are not familiar with the many benefits of NAESP membership, please visit the website at www.naesp.org to see what our National Association has to offer. Your membership could help us become a Goal Buster Plus award winner again! School funds can be used for the Institutional Active membership category and you will receive a second set of publications for you school as well as an active membership. Please join!!!

Become a Member of KAESP Today!

The drive is on! The KAESP is conducting its membership drive and we need you as a member! Current members will receive an email to notify them of the need to renew their membership. If you do not receive this membership email, you are not a member and we want YOU! Your Regional Representative is listed on page 4 of this newsletter. You may contact your regional representative for information on membership, contact KAESP at kaesp@kaesp.org or visit the website (www.kaesp.org) for the membership application. We hope you become a member of your professional association. The KAESP is the only association dedicated to the needs of elementary and middle level principals. If you are not a member, please consider joining so that we may do even more for our members! Membership dues are only $90.00 a year. Please join us as we advocate, serve and lead!

Our Zone 5 representative on this taskforce is Jessica Hutchison from Indiana

—Dateline NAESP

NAESP Past Presidents Offer Message Of Support

For 99 years, the National Association of Elementary School Principals (NAESP) has proudly supported elementary and middle school principals. This group of past NAESP presidents is honored to be a part of this legacy of support that our professional organization has provided over the years. In your role as principals and school leaders, you face many challenges in leading for the 21st century, but nothing compares to what you are experiencing now. We thank you for the tremendous work you are doing to support your schools, students, teachers, staffs, families and communities.
Kentucky Adopts the Professional Standards for Education Leaders (PSEL)

With the changes in the proposed amended 704 KAR 3:370, the Professional Standards for Educational Leaders (PSEL) will be used to evaluate principals and assistant principals in the 2020-21 school year. These standards go into effect 6/30/2020.

The amendments, at a minimum, require all districts to update their district certified evaluation plan to reflect the PSEL as the performance criteria for evaluating principals and assistant principals.

PSEL Standards consists of 10 leadership standards. The short title of each is as follows:

- Standard 1 Mission, Vision, and Core Values
- Standard 2 Ethics and Professional Norms
- Standard 3 Equity and Cultural Responsiveness
- Standard 4 Curriculum, Instruction, and Assessment
- Standard 5 Community of Care and Support for Students
- Standard 6 Professional Capacity of School Personnel
- Standard 7 Professional Community for Teachers and Staff
- Standard 8 Meaningful Engagement of Families and Community
- Standard 9 Operations and Management
- Standard 10 School Improvement

Standards 3 and 7 fall under the Environment Domain.

Standards 4, 5, and 6 fall under the Instruction Domain.

Standards 2 and 8 fall under the Professionalism Domain.

The Kentucky Department of Education has developed a number of resources to assist with PSEL implementation. This includes the KY PSEL Professional Learning Series Web Page:

https://sites.google.com/education.ky.gov/principalpartnership/psel-modules

Three modules have been developed to provide you with the understanding of the optional KY PSEL Guidance for Growth and Evaluation tool. Two additional modules are in the development stage.

Additional resources to learn about these new standards:


**The PSEL Standards:** [https://education.ky.gov/teachers/PGES/Documents/Professional-Standards-for-Educational-Leaders.pdf](https://education.ky.gov/teachers/PGES/Documents/Professional-Standards-for-Educational-Leaders.pdf)

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KAESP Officers

Dr. John Ansman, Treasurer, ETC, JCPS, Louisville, KY
Jason McGlone, NAESP State Representative
Principal of Prichard Elementary, Grayson, KY
David Naylor, NAESP Zone 5 Director, Model Laboratory School, Richmond, KY

Want to join us? —Send an email to Rosie Young at kaespky@gmail.com

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Grounded in four cross-cutting themes—equity, high expectations, efficacy, and facilitation from discussion to action—the PLC+ framework supports educators in questioning practices, not just outcomes. It broadens the focus on student learning to encompass educational equity and teaching efficacy, and, in doing so, it leads educators to plan and implement PLCs that maximize individual expertise while harnessing the power of collaborative efficacy.

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*The mission of the KAESP, the collective voice of Kentucky's elementary and middle level principals, in partnership with other education leaders, is to develop citizens that can succeed in a global society, by delivering to our members a network for support, professional development, visionary leadership, and by pro-active involvement in shaping education policy.*

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To Think About ….

“Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him.”—Maya Angelou

“Education is a once in a lifetime opportunity to open children’s hearts and minds to the unbelievable wonder of the universe.”—Sir Anthony Seldon

“Who questions much, shall learn much, and retain much.”—Francis Bacon

“Everybody’s a teacher if you listen.”—Doris Roberts

“What we learn with pleasure we never forget.”—Alfred Mercier

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Kentucky Association of Elementary School Principals

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