

Bulletin Board

The Rights of *Homeless* Students



Under the McKinney-Vento Act, homeless students have:

- The right to a free, appropriate public education
- The right to remain in their schools of origin (defined as the school that they attended when they were permanently housed or the school in which the students were last enrolled), or to enroll immediately in a school in their current attendance area
- The right to full access to school-related activities
- The right to transportation to their schools of origin, if requested
- The right to be informed of (in a language that they understand) and to appeal decisions regarding enrollment and other issues.

U.S. Department of Education. (2009). McKinney-Vento Homeless Assistance Act of 1987, as amended, Title VII, Subtitle B; 42, U.S.C. 11431-11435. Retrieved from www.ed.gov/programs/homeless/legislation.html

Adapted by Claire J. Porter from the McKinney-Vento Homeless Education Assistance Act. To read Porter's full article on helping homeless students, visit www.principals.org/pl0110porter.

Service Learning **RESOURCES**

Learn and Serve America's National Service-Learning Clearinghouse offers a wealth of fact sheets on topics that are related to service learning. For example, the fact sheet *AmeriCorps, Service-Learning, and Community: Working to Address Community Needs and Strengths* (available at www.servicelearning.org/instant_info/fact_sheets/k-12_facts/ameriCorps_service-learning_and_community), cautions that

many service projects develop without meaningfully engaging the broader community in the planning and shaping of the project. The result is often that people providing the service "impose their ideas on another group, with little or no consideration [for] that group's

traditions, beliefs, and needs" (Simmons & Toole, 2003; also see Honnet & Poulsen, 1989). When this happens the value of young people's service is lessened....



Effective partnerships typically have the following characteristics:

- Shared leadership, responsibility, and oversight
- Young people are full partners

- Relationships are central
- Inclusion is intentional
- An appropriate balance is struck between trust building and action
- Mutual understanding and benefits are understood
- Mutual learning objectives and educational activities
- Vision guides structure
- Being attentive to and investment in planning, communication, training, orientation, and preparation.

Additional fact sheets can be found at www.servicelearning.org/instant_info/fact_sheets/k-12_facts/index.php.



*I slept and dreamt that life was joy.
I awoke and saw that life was service.
I acted and behold, service was joy:*

—RABINDRANATH TAGORE



Time to Act: Adolescent Literacy Guidelines

As secondary school educators know, literacy learning doesn't end in elementary school. Because secondary students have more-complex reading tasks than their younger peers—such as understanding complex text, synthesizing information, forming conclusions on the basis of what they read, and developing special literacy skills for each subject area—the Carnegie Corporation of New York's Council on Advancing Adolescent Literacy created *Time to Act*, a report that looks at the special considerations of adolescent literacy and outlines action steps for educators at all levels to take. Five accompanying reports examine reading in subject areas, the development of literacy outside of school, reading comprehension assessments, literacy programs, and textbooks. For more information, visit www.carnegie.org/literacy/tta.

Black History Month

Visit www.educationworld.com/a_special/black_history.shtml and www.kn.pacbell.com/wired/BHM/index.html to get started on finding ways to incorporate Black History into the curriculum in February and throughout the year.



Family Engagement: It's the Law

It's no secret that parent involvement in school boosts a student's achievement. To help families advocate for their children's education, the National PTA has released its first *State Laws on Family Engagement in Education Reference Guide*, which provides information about family engagement provisions in each state. The guide is also intended to inform educators and legislators and to facilitate efforts to monitor and support existing laws. The family engagement laws in all 50 states and Washington DC are outlined and accompanied by analysis, highlighted statutes, and policy recommendations. The National PTA plans to keep the guide updated by revising it every few years. Visit www.PTA.org/familyengagement for more information.

MATH AND CAREERS

In a 2009 survey of middle level students, 39% said that math is unimportant for their future careers.

Only 28% could name an actual career that uses math.

Source: Raytheon U.S. Middle School Students Math Habits Study. (2009). Retrieved from www.raytheon.com/responsibility/rtnwcm/groups/public/documents/content/rtn_stem_math_study.pdf

Like it? Love it? Think we can do better? Write to plmag@principals.org to tell us what you think about this issue of Principal Leadership.