



## My Two Cents

*If you had the ear of all education policy-makers for one hour, what would be the top three messages you would hope to convey?*

1. The school funding formula needs to be changed/equilibrated to account for the discrepancies in the amount of money we are permitted to spend per student.

2. Society and education are evolving and we need to change with the times. Our students are growing up in a technological age, and we need to teach them with 21st century skills. With that said, we need resources to improve our technology and the way in which we do business so our students can compete in the global market.

3. Teachers have one of the most important jobs in our country. They deserve the respect that other highly paid professionals have garnered. Teachers spend about eight hours per day with children; 1,440 hours per school year has a huge impact on children. We need to hire the best in the profession and remove those who aren't effective.

*Lisa Hughes, Principal  
Winneconne and Winchester Elementary  
Schools  
Winneconne, Wisconsin*

Read more responses and submit your own by visiting NAESP's blog, the Principals' Office, at <http://naesp.typepad.com>.

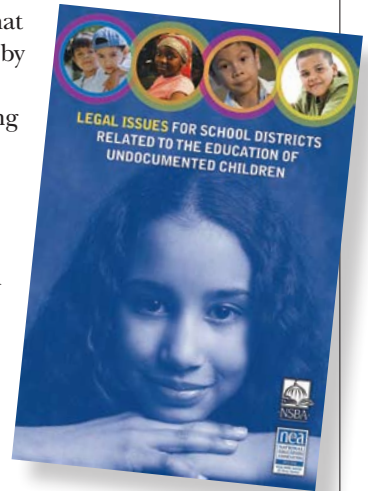
## Research Digest Undocumented Students' Legal Rights

Undocumented should not equal uneducated. That belief lies at the core of a joint report published by the National School Boards Association (NSBA) and the National Education Association (NEA), examining a group of legal issues that pertain to the education rights of undocumented students.

According to the report, in the 1982 case *Plyler v. Doe*, the U.S. Supreme Court ruled that undocumented students have a constitutional right to attend public elementary and secondary school free of charge. The report uses this ruling, which it cites as the Supreme Court's sole legal opinion on the issue, and other existing legal precedent as the basis for its analysis and guidance.

The report, titled "Legal Issues for School Districts Related to the Education of Undocumented Children," addresses 13 legal questions ranging from whether undocumented students have the right to participate in extracurricular activities to whether school districts are required to allow Immigration and Customs Enforcement (ICE) agents to interview students at school sites. The answers provided are not definitive and do not constitute legal advice, but the report does draw some conclusions. It argues that in certain circumstances, a school district may be required to allow ICE agents to conduct interviews on school grounds, but that no federal law requires school districts to report undocumented students to authorities.

This report functions as a guide for navigating the tricky issues associated with undocumented students, but it reminds schools with specific legal questions to seek counsel from their school attorney. Visit [www.nsba.org](http://www.nsba.org) to download the full report.



## Concerns Over Economy Inspire Parents to Volunteer

A national poll of K-12 parents shows that the recession may have a silver lining for schools, with a 20 percent spike in plans to volunteer during the school day from parents. This increase represents a desperately needed helping hand in a time of steep budget cuts for schools.

Issued by GreatSchools, a national independent education nonprofit, and Harris Interactive, "The Economy's Impact on Back to School" found that nearly two in three parents (64 percent) believe that, because of the recession, it is more important for them to volunteer at school now than before. A majority of parents (53 percent) plan to volunteer at their children's school this year versus 44 percent last year—an increase of 20 percent. This volunteerism trend is most pronounced among black parents, 60 percent of whom plan to volunteer—up from the 23 percent who say they volunteered last year.

Also indicated in the report is that parents are concerned about school cutbacks and some are rethinking school choices. Sixty-one percent of parents believe the quality of education will suffer because of school cutbacks. Regardless of whether their children now attend public or private school, 24 percent of parents are rethinking the type of school their children should attend going forward. This trend is most prominent among lower-income urban and suburban parents.

The full report can be downloaded at [www.greatschools.net](http://www.greatschools.net).

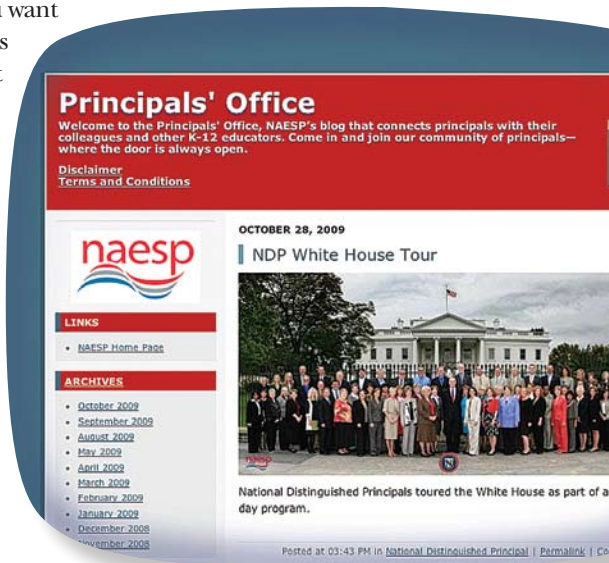
## Take a Peek Into the Principals' Office

Have you taken a look at recent postings to NAESP's blog? The Principals' Office (<http://naesp.typepad.com>) is now featuring a "Where's Diane" blog series, which includes entries from NAESP President Diane Cargile during her travels throughout her term. For example, read about Cargile's experiences while in Australia, where she was invited to participate on a panel with educators from the United Kingdom, Canada, and New Zealand during the 2009 Australian Primary Principals Association Conference. Or read about what went on during the Pennsylvania Association of Elementary and Secondary School Principals Conference.

Also on the Principals' Office, you'll find posts about featured articles from *Principal* magazine. Do you want to respond to the questions raised in the Speaking Out article? You can simply go to NAESP's blog and share your thoughts. Answer the My Two Cents question on our blog as well, and see what others have responded.

The Principals' Office is also the place to go if you want to read the latest entry from our Mentor Center principal, who seeks advice from veteran principals about the issues she faces as a novice in the principalship.

All this and more are waiting for you in the Principals' Office. Check it out online at <http://naesp.typepad.com>.



## Promising Practices

To combat the cycle of situational and generational poverty, we develop students to be persons of character. We begin each week with a 30-minute assembly that focuses on the development of traits such as respect, honesty, and perseverance. The assemblies are student focused, interactive, and serve as celebrations of success. The outcome is that students learn to be accountable for themselves and their learning.

*Jason Anderson, Principal  
Campbell Elementary School  
Springfield, Missouri*

In response to the reality that failure to complete assigned schoolwork is the primary contributor to students' academic failure, a schoolwork period has been instituted in our building. Students who have a late or incomplete assignment are required to attend the work period instead of noon recess. The message to students is crystal clear: At our school, we work before we play.

*Gail Wold, Principal  
Beulah Middle School  
Beulah, North Dakota*

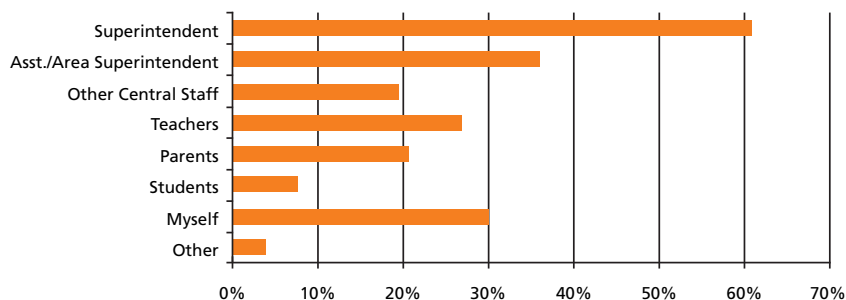
Since summer vacation causes many students to lose the reading progress made during the school year, we created a summer program for at-risk students who do not qualify for our extended school year program. Teachers plan lessons for students, which are delivered by volunteer teachers and community members. The program is located near the homes of our most needy students, who are now coming back to school ready to continue their learning.

*Nancy Nettik, Principal  
West Kingston Elementary School  
West Kingston, Rhode Island*

### The Principalship at a Glance

Although student performance results are included as a factor in the evaluations of many principals, input is still solicited from members of the school and district community.

#### Opinions Solicited for Principals' Evaluations



Source: *The K-8 Principal in 2008: A 10-Year Study* (NAESP, 2009)