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EFFECTIVE PARENTAL COMMUNICATION ENHANCES PARENTAL
PERCEPTION OF SCHOOL

by
Courtney P. Monillas

A Thesis

Submitted in partial fulfillment of the requirements of the
Masters of Arts Degree
of
The Graduate School
at
Rowan University
April 20, 2005

Approved by

Professor

Date Approved May 2005

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ABSTRACT

Courtney P. Monillas
EFFECTIVE PARENTAL COMMUNICATION ENHANCES PARENTAL
PERCEPTION OF SCHOOL

2005

Dr. Ronald Capasso
Masters of Arts Degree in School Administration

The purpose of the study is to investigate whether mediums that become primary communications between the school district and the families within the middle school that focus on major events, educational practices, mission, goals, individual teacher communication and policies and procedures will affect a parent's perception of the school. The study focused on the impact of a monthly parental newsletter sent home to Brigantine North Middle School parents and if, in fact, it was beneficial as suggested by the New Jersey Indicators. The newsletter was distributed to students to bring home in addition to placement on the district website for all to view. The other mode of communication was Connect-Ed, a school-to-parent communication system enabled the school administrators to send personalized voice messages to the BNMS parents in minutes. Parents were surveyed by the district at the end of the year once again to see if views had changed since the newsletter publication and Connect-Ed inception. While the results, with positive responses Strongly Agree and Agree having over an 85 percent approval rating, show an overall satisfaction with the programs, the results show that the area most in need of

improvement is the individual teachers' communication with the parents. The parents, as a whole believe, as seen within the percentages, that the school communicates regular events on a daily basis.

ACKNOWLEDGMENTS

The author wishes to express her gratitude to all those who gave her the support to complete this thesis. I would like to thank the Brigantine North Middle School community, including parents, students, administrators, and fellow teachers for giving me permission to begin this thesis in the first place, to do the necessary research work and to use data and information they had collected over the past year. I have to furthermore thank Dr. William Gussie for encouraging me to go ahead with my thesis.

I am deeply indebted to my faculty mentor Dr. Ronald Capasso whose help, suggestions, and encouragement helped me when times got stressful during this past year.

I am eternally indebted to my father for all his assistance in my numerous difficult and stressful times and for proofreading the final version of the thesis for both proper grammar and offering suggestions for improvement. My mother was also understanding and sympathetic when times got to be too much and I needed a break.

I would like to give my special thanks to my fiancé, Kenneth Keim, whose patient love enabled me to complete this work as I spent many hours alone at the computer:

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CHAPTER 1

Introduction

Focus of the Study

Communication between parents and staff is an important part of the daily life of a school. Research has revealed that effective staff-parent communication contributes significantly to the success of a parent's perception of their child's education. Researchers have also claimed that parent involvement in their children's early education increases parents' understanding of appropriate educational practices and improves children's development. If a child's development improves, the support of the parents will be gained in the educational process. Despite the enthusiasm for greater parental involvement, staffs struggle to know how to best communicate with parents and are often reluctant to talk to parents (Hughes, 2001).

Purpose of the Study

The purpose of the study is to investigate whether mediums that become primary communications between the school district and the families within the middle school that focus on major events, educational practices, mission, goals, individual teacher communication and policies and procedures will affect a parent's perception of the school.

Definitions

Test scores means the product of testing that compares an individual student with others and/or which documents a student's progress. The tests administered can be either norm-referenced or criterion-referenced.

Attendance means the days in which a student is present within school.

Parental involvement means the parent being involved in the educational process at school.

Achievement gap means the gap in achievement and success in school due to a multitude of factors including: “students’ racial and/or economic background, their parents’ education level, their access to high-quality preschool instruction, school funding, peer influences, teachers’ expectations, and curricular and instructional quality. (Education Commission of the States, 2004, ¶3)”

Parental perception means the parent’s “judgment on or inference from what one has observed (Merriam Webster Dictionary, 2004)” about the school in which their child is educated.

Limitations of Study

The monthly parent newsletter will be distributed to the approximately 548 students within grades 5 – 8 in the Brigantine North Middle School to be taken home to parents. The newsletter will also be available online at the district website.

When students are presented with materials within school to be brought home, they often opt to throw it out in the nearest trashcan rather than bring it home to their parents. Content of the newsletter will also pose a problem in soliciting information to be presented.

The *Connect-Ed* communication method is a recorded telephone message sent to all parents as designated by the school principal depending on the announcement being made. These phone calls can be unanswered telephone calls or answering machine messages left unheard.

Setting of the Study

Brigantine City, a 6-mile long island off the New Jersey coast, had only 403 residents in 1940 (NJSDC 2000 Census Population: Total Resident Population New Jersey, Counties and Municipalities, 2004). “According to the United States Census, the current permanent population of the city as of 2000 was 12,594 persons. Seasonal population estimates increase to approximately 25,000 from May through September. Population growth in the city, as reported by the United States Census, has been moderate and steady. From a 1960 United States Census figure of 4,021 persons, the city's population increased 6,741 persons in 1970, to 8,318 in 1980, to 11,354 in 1990. The population growth within the city is strongly influenced by primary and secondary growth associated with the gaming industry and reflects a growing trend toward year-round residents within the community. (Brigantine Beach NJ, 2004)”

Brigantine “has 5,473 households, and 3,338 families residing in the city. The racial makeup of the city is 83.15% white, 3.94% African American, 0.18% Native American, 5.72% Asian, 0.05% Pacific Islander, 4.67% from other races, and 2.29% from

two or more races. 9.41% of the population are/ or Latino of any race. (Free Dictionary, 2004)”

While Brigantine City has a median household income of \$44,639, it has a median family income of \$51,679. The average non-family median income is \$31,843. The per capita income has seen a 28.6 percent increase from \$18,629 in 1989 to \$ 23,950 in 1999. For individuals 18 and over, the number for whom poverty status has been determined is approximately 9,969.

Brigantine City has 9,304 total housing units with 3,831 considered vacant units. While 3,487 of those units are owner occupied, 1,986 are renter occupied. With 5,473 total household, 3,338 of them are family households, 2,455 are married households, and 2,135 are non-family households. While the average household size is 2.30, the average family size is 2.89. (NJSDC 2000 Census Population: Housing Units, Households and Families, 2004)

Brigantine City provides elementary and middle school education to its residents. City students attending grades 9 – 12 are transported to Atlantic City High School in neighboring Atlantic City. The school district pays the tuition for Brigantine students.

The school district is governed by the Brigantine Board of Education and operates as a Type 1 school district. The school board consists of seven members who are appointed by the Mayor, the Council and the City Manager and serve staggered three-year terms.

The school budget is approved by a board of school estimate, comprised of school board members and municipal officers, rather than the voters at an annual schools board election.

The board of school estimates, at a public meeting held before April 8, shall fix and determine at a public meeting of the board the amount of money necessary to be appropriated for the use of the public schools in the district for the ensuing school year pursuant to section 5 of P.L.1996, c.138. (P 338 – 18A: 22-14) Two certificates are issued, one of which shall be delivered to the board of education and the other to the governing body of the district. The municipal officers then include the amount appropriated in its tax ordinance but are not required to appropriate any amount in excess of 1.5% of the assessed valuation of the ratables of the municipality (but may do so by resolution). Within 20 days, the school board can appeal the decision to the commissioner of education for a higher percent.

The administration consists of one superintendent, two principals, and one director of curriculum. The 112 faculty members are 97% white, 2% Hispanic and 1% Asian. Of the 12 support services members, 100% are white. The percentage of administrators and faculty possessing a bachelor's degree is 78.7%, master's degree is 19.1% and a doctoral degree is 2.1%.

The district has a total student population of 1217. Within this population, 68% (825) of the students are white, 7% (81) are Black, 15% (192) are Hispanic, and 10% (119) are Asian. While 273 students are eligible for free lunch, 112 are eligible for reduced lunch. Nine percent of the student population have an Individualized Education Program (IEP), including speech, reading and math, regardless of placement and programs.

The average class size is 19.3 students within the Elementary school and 24.0 students within the Middle School. The amount of time school is in session on a normal

school day is 6 hours, 15 minutes which is 10 minutes shorter than the state average. The amount of time per day students are engaged in instructional activities is 5 hours, 22 minutes.

Students take the following state tests during their tenure within the school district – Grade Eight Proficiency Assessment (GEPA), New Jersey Assessment of Skills and Knowledge 4 (NJASK4), and New Jersey Assessment of Skills and Knowledge 3 (NJASK3).

Within the Grade Eight Proficiency Assessment (GEPA), the students are tested on Language Arts/Literacy, Mathematics and Science. Of the 121 eighth graders, 103 were part of the general education population, while 18 were students with disabilities.

Within the 2002-2003 GEPA Language Arts/Literacy results, 14% of the general education population were partially proficient, 78% were proficient and 8% were advanced proficient. 71.4% of the students with disabilities were partially proficient, 28.6% were proficient and no students were advanced proficient.

Within the 2002-2003 GEPA Mathematics results, 30% of the general education population were partially proficient, 52% were proficient and 18% were advanced proficient. 71.4% of the students with disabilities were partially proficient, 21.4% were proficient and no students were advanced proficient.

Within the GEPA Science results, 13% of the general education population were partially proficient, 72% were proficient and 15% were advanced proficient. 38.5% of the students with disabilities were partially proficient, 53.8% were proficient and 7.7% of the students were advanced proficient.

Within the New Jersey Assessment of Skills and Knowledge 4 (NJASK4), the students are tested on Language Arts/Literacy and Mathematics. One hundred and twelve students within fourth grade were tested.

Within the 2002-2003 NJASK Language Arts/Literacy results, 16.1% of the general education population were partially proficient, 81.3% were proficient and 2.7% were advanced proficient.

Within the 2002-2003 NJASK Mathematics results, 15.3% of the general education population were partially proficient, 46.8% were proficient and 37.8% were advanced proficient.

Significance of Study

This study will prove to be a catalyst for three important aspects: (1) a primary means of the professional school community to communicate with the parents and the guardians of the children, (2) a first attempt at providing a detail document coordinating the happenings of the school, explaining school policies and procedures, and highlighting personnel and students' profiles, and (3) a means of promoting positive perceptions about the school community to the community at large. This study will detail, over the course of a year, a number of ventures like bringing the professional community to see what they want to relate about their school like tracking, whether parent perceptions about the school will change, and providing a written document as a public relations tool.

Organization of the Study

The remainder of this thesis will be organized as follows: Chapter 2 Review of Literature; Chapter 3 Design of Study; Chapter 4 Presentation of Findings; Chapter 5 Conclusions, Implications and Further Study.

CHAPTER 2

Literature Review

“Over the last two decades, there has been a growing body of research evidence suggesting that there are important benefits to be gained by schoolchildren when their parents provide support, encouragement and direct instruction in the home, as well as maintain good communications with the school -- activities which are known as parent involvement” (Henderson, 1998). “Teachers and parents have a common need for joining together in partnership: the need to foster positive growth in children and in themselves. It is their challenge to create a sense of mutuality so that their efforts are meaningful to all those involved” (Swick, 1992). Schools alone cannot address all of a child's developmental needs: Parental support and community involvement are vital to the success of a child.

These days, it can take extraordinary efforts to build strong relationships between families and educators. While parents hold bake sales, supervise field trips, serve on boards or advisory councils for schools and attend school concerts, plays, and sporting events, they are far removed from what happens in the classroom (Peterson, 1989). Parents can play a larger role in their children's education only when they are informed of what takes place. Schools have to reach out to families, making them feel welcome as full partners in their student's educational process within the classroom (Comer, 2004).

“To insure the best continued support, to guarantee that accurate information is conveyed, and to have great word-of-mouth PR, ongoing communication is extremely

important. It is important that parents not only receive appropriate information and that they get it frequently and in a timely manner, it is also important that they receive it in a variety of ways” (Yates, 2004). When this transpires in schools, it “allows parents and staff to work together in respectful and mutually supportive ways, creating an environment where understanding, trust, and respect can flourish” (Comer, 2004).

State-Wide Mandates

The New Jersey Quality Single Accountability Continuum (NJQSA) system “promotes equity, efficiency and effectiveness. It helps build a public understanding among educators, policy makers, legislators and citizens. Finally, but not primarily, it addresses responsibly the mandates and intent of the Federal legislation” (New Jersey Department of Education, 2004). Included within the indicators for this system are the following primary indicators: The district will be required to have a uniform and effective process for handling public complaints which is widely known in the community (VCi), parent/guardian notifications will be required to be written in a language that is easily understood by parents/guardians and issued in a timely manner (VDi), decisions and other information are effectively communicated throughout the school system (VDii), and the district will be required to develop and implement a system of obtaining citizen input in policy development and district operation (VDiii). In addition, the following secondary indicators are to be met by the district: The district effectively communicates decisions and other critical information throughout the community in a timely manner (Va2i), the district has a mechanism for communicating with key constituents on an on-going basis (Va2ii), the district provides opportunities for and encourages parent/guardian involvement in school and district committees (Va2iii), and there is frequent contact between

parents/guardians and teachers through phone calls/emails, conferences, and newsletters (Va2iv).

Parental Involvement

With guidance and support from the school districts, parents have the opportunity to be involved in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children. Through communication with teachers, parents can gauge their children's progress and what they are learning, help their children budget their time for homework assignments, and assist them with their school work. Although most parents do not know how to help their children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children (Roberts, 1992).

Teacher Involvement

By stressing the benefits of parent communication to teachers and allowing families to become actively involved in schools, teachers learn more about the students in their class, and students are more able and willing to learn (NAESP). “Teachers can provide a setting that encourages the development of partnership behaviors in parents. Modeling respect and communication skills, showing a genuine interest in the children, responding constructively to parent concerns, promoting a teamwork philosophy, and being sensitive to parent and family needs are some ways to promote this process” (Swick, 1992).

School District Involvement

More than ever, school districts realize they are dependent on community support to meet mandated state and national performance standards, develop innovative programs, and secure financial resources. Parents who understand and support educational standards will help their children meet these expectations. When the community supports the standards, it is more likely to provide the resources to meet them.

Involved families can effectively advocate for schools with the general public. In fact, informed parents are among the best ambassadors when it comes time for the community to vote on bond issues (NAESP).

Effective Forms of Communication with Parents

Teachers can include topics that relate to both classroom and family environments when they develop informational newsletters, public relations material, and parent meetings. Schools can meet their objectives and serve the interests and needs of families by communicating information that give parents practical suggestions on educational topics.

In addition to a Back-to-School night, school districts can offer an appreciation night complete with coffee, donuts, a place to chat and provide information about education or a "Bring your parent to school day". An In-Service one evening, like Teacher In-Service with a welcome address, a keynote and a few workshops could provide parents with information relevant to their child. The school could solicit parent support to attend monthly or quarterly meetings to review assessment scores, policies, handbooks, etc and make recommendations to the administration on their findings.

In designing effective forms of school-to-home and home-to-school communications about school programs and children's progress, school districts have the ability to keep the lines of communication open between schools and families. Conferences with every parent at least once a year and language translators to assist families as needed allow parents to have one-on-one contact with the teacher regarding their child specifically. It is at that time that parents can learn of their child's problems and successes. Regular schedule of useful notices, memos, phone calls, newsletters, and other communications permit parents to stay abreast of what is going on within the classroom.

CHAPTER 3

The Design of Study

Description of research design

Within this study, the tools that the Brigantine School District used to disseminate information to its parents will be evaluated. The administration sought to determine the scope of the parents' knowledge of various aspects of their child's education. This included, but was not limited to, understanding of educational practices, policies, procedures, mission, and goal of the school district. A survey, issued by the principal at the beginning of the year, asked parents to rate their knowledge. The district at the time communicated information to parents through the district website, monthly calendar, and various communiqués sent home sporadically throughout the year.

The study focused on the impact of a monthly parental newsletter sent home to Brigantine North Middle School parents and if, in fact, it was beneficial as suggested by the New Jersey Indicators. The newsletter was distributed to students to bring home in addition to placement on the district website for all to view. The other mode of communication was *Connect-Ed*, a school-to-parent communication system which "enables administrators to record, schedule, send, and track personalized voice messages to tens of thousands of parents in minutes. (Notification Technologies)" This system was utilized to notify parents of school closings, upcoming events, and much more.

Parents were surveyed at the end of the year once again to see if views have changed since the newsletter publication and *Connect-Ed* inception.

Focus of Research Instruments

The parents were initially surveyed on their perception of communication within the Middle School. This included, but was not limited to, major events communicated to parents on a regular basis, understanding of the educational practices within the Brigantine North Middle School (BNMS), comprehension of the mission and goals of the BNMS, effective communication from teachers to parents and information regarding policies and procedures. The North Newsletter was created with the sole purpose of targeting the problem areas that were pinpointed through the survey. The *Connect-Ed* program debuted in September 2004. The survey was re-administered at the end of the year to see if parent perception had changed in the areas that were deemed less than “Strongly Agree”.

Sample and Sampling Technique

Since the newsletter’s primary focus was on the Middle School, the sample chosen was those parents who have children within the Middle School. Surveys were sent home to parents in late September 2004. It were these same parents that would be receiving the monthly newsletter and *Connect-Ed* communications and whose follow-up surveys were analyzed.

Data Collection Approach

To collect the data used within this study, parents within the district were surveyed on their perception of communication with the school. Throughout the year, to gauge

progress in correcting those needs that were identified within the survey, oral feedback was received and documented. The final survey determined whether the goals of the publication and distribution of the survey were met.

Data Analysis Plan

Once the surveys were returned to the school, the results were tabulated and organized according to the questions parents were prompted to answer and years within the district. The weaknesses that were identified within the study were target areas of the newly created newsletter. After approximately six months of receiving the new methods of communication, the parents were surveyed again. The data were tabulated in the same manner. Any improvements or changes in responses were noted and analyzed for future reference and corrections.

CHAPTER 4

Presentation of Research Findings

The October 2004 survey addressed various areas identified by the Superintendent and Principal. Issued by principal Dr. William Gussie, parents were given one week to return the surveys. Of the 528 students within the school, 161 surveys were returned. This included 34 surveys with households that have more than one child attending BNMS.

The March 2004 survey addressed the same areas with the addition of one statement: I believe that the new communication methods implemented this year have kept me informed. Of the 528 students within the school, 216 surveys were returned. This included 64 surveys with households having more than one child attending BNMS.

The surveys included the following statements: I believe that major events have been communicated to me on a regular basis, I believe I have a thorough understanding of the educational practices at BNMS, I support the mission & goals of the BNMS, I believe that BNMS teachers communicate effectively with parents, and I believe that I am kept informed of policies & procedures of the school. The statement, I believe that the new communication methods implemented this year have kept me informed, was found only within the March 2005 survey.

The statement, I believe that major events have been communicated to me on a regular basis, saw a 6 percent drop in strongly agree responses while there was a 7 percent increase in agree responses. With the disagree responses dropping two percent and the strongly disagree responses showing a 1 percent drop, the unsure responses stayed the same

with no increase or decrease. In October, 94 percent of the responses either agreed or strongly agreed. This rose one percent to 95 percent in March. The disagree/strongly disagree responses saw a 2 percent drop from a total of 4 percent in October to 3 percent in March.

The statement, I believe I have a thorough understanding of the educational practices at BNMS, saw a 6 percent increase in strongly agree responses from October to

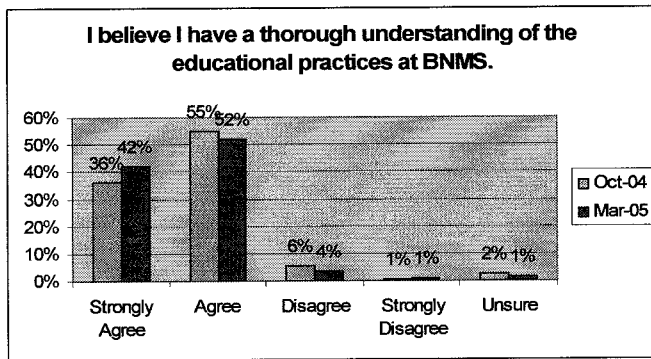


Figure 1

March while there was a 3 percent increase in agree responses. With the disagree responses dropping two percent and the strongly disagree responses remaining the same, the unsure responses decreased 1

percent. In October, 91 percent of the responses either agreed or strongly agreed. This rose one percent to 94 percent in March. The disagree/strongly disagree responses saw a 2 percent drop from a total of 7 percent in October to 5 percent in March.

The statement, I support the mission and goals of the BNMS, saw a 1 percent drop

in strongly agree responses while there was a 3 percent increase in agree responses. With the disagree responses rising one percent and the strongly disagree responses remaining at 0 percent, the unsure

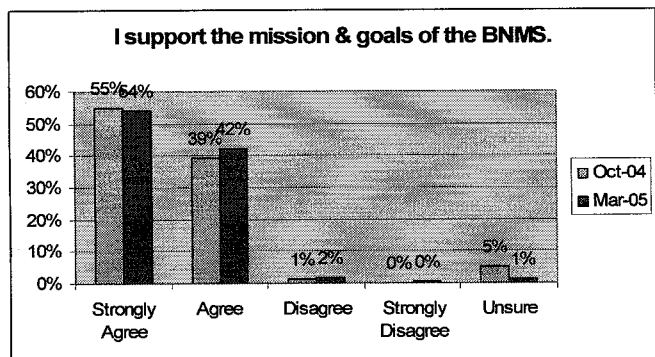


Figure 2

responses decreased from 5 percent to 1 percent. In October, 94 percent of the responses

either agreed or strongly agreed. This rose two percent to 96 percent in March. The disagree/strongly disagree responses saw a 1 percent increase from a total of 1 percent in October to 2 percent in March.

The statement, I believe that I am kept informed of policies and procedures of the

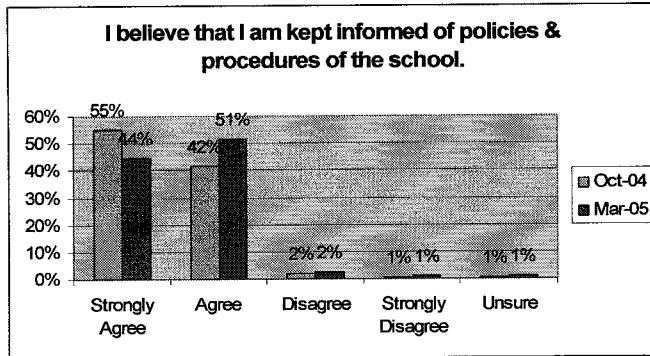


Figure 3

school, saw an 11 percent drop in strongly agree responses while there was a 9 percent increase in agree responses. With the both the disagree and strongly disagree responses remaining at 2 percent

and 1 percent, respectively, the unsure responses also stayed the same with no increase or decrease. In October, 97 percent of the responses either agreed or strongly agreed. This dropped two percent to 95 percent in March. The disagree/strongly disagree responses saw percentages remaining the same.

The statement, I believe that BNMS teachers communicate effectively with parents,

saw an 8 percent drop in strongly agree responses while there was a 7 percent increase in agree responses. With the disagree responses rising five percent and the strongly disagree responses remaining at 1

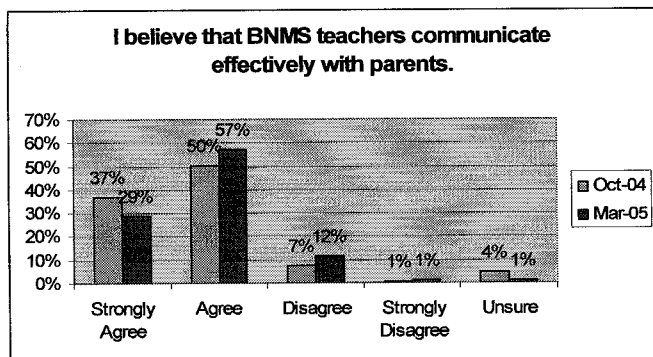
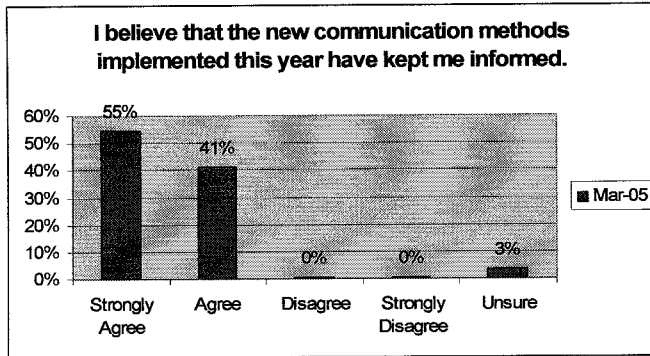


Figure 4

percent, the unsure responses decreased from 4 percent to 1 percent. In October, 87

percent of the responses either agreed or strongly agreed. This dropped one percent to 86 percent in March. The disagree/strongly disagree responses saw a 5 percent increase from a total of 8 percent in October to 13 percent in March.

The statement, I believe that the new communication methods implemented this



year have kept me informed, was a question posed only within the March 2005 survey and has no comparison data. With no negative comments and a 96 percent approvals rating of either strongly

Figure 5

agree or agree, only 3 percent of the returned surveys were unsure of their response.

Overall, the fluctuation in responses between October and March was less than 5 percent for each question presented. The question that had the least positive response was the one which dealt with teacher-parent communication. Despite having a lower combined percentage, it was still over 85 percent approval.

Parents, in general, showed a positive response to the survey itself, the need for the school to evaluate its effectiveness in communicating with the parents, and the encouraging answers to the questioning. The school district appeared to be communicating well not only before the implementation of the new programs but afterwards.

CHAPTER 5

Conclusions, Implications and Further Study

In October 2004, approximately 38 percent of the parents returned surveys. This number increased to 53 percent in March 2005. The increase in the number could be due to the initial survey was sent home with no other document. The follow-up survey was sent home with the interim reports to the students. Parents returned the second survey when returning the signed copy of the interim report.

While the results, with positive responses Strongly Agree and Agree having over an 85 percent approval rating, show an overall satisfaction with the programs, the results show that the area most in need of improvement is the individual teachers' communication with the parents. The parents as a whole believe, as seen within the percentages, that the school communicates regular events on a daily basis.

ISSLC Standard 1 states that "a school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community" (Council of Chief State School Officers, 1996). Due to the results of the questions I believe that I have a thorough understanding of the educational practices at BNMS and I support the mission and goals of BNMS, the school district and more specifically the BNMS has developed a relationship with parents that allows for the support of the school to show through not only within the classroom but outside the classroom on various projects in which parents volunteer their time and energy.

Numerous messages sent home both within the newsletter and Connect-Ed were related to parent-driven events such as the sixth grade field trip to Stokes.

ISLLC Standard 4 states that “a school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources” (Council of Chief State School Officers, 1996). In compiling the data, which included documenting the messages sent home to parents via *Connect-Ed*, the degree to which both parents and community members were informed was evident. Activities that were to support the students within the school took place at various places around the community with the support of not only parents but other community members, such as the Elks Lodge.

The school district was able to use the data collected in many ways. Not only was the data used for grant writing and district wide data for publications, the programs currently underway were evaluated. The school was also able to gauge how the parents perceive the school and work on and develop new ways to improve the lines of communication. With the inception of the *Connect-Ed* program, which costs money annually to run, positive feedback showed that it should be renewed for a second year. The North Newsletter enabled parents to see what goes on within the school in both their child’s grade but also other grades. The *Connect-Ed* program targets specific grade levels for specific events and emergency procedures such as school closings.

To further study the effectiveness of the two programs, parents could be surveyed each year to gauge whether the individual projects are in fact impacting the parents. Due to the monetary costs of the *Connect-Ed* program, this should be evaluated at the end of each

year to determine if the contract should be renewed each year. The school should also look into the teachers' readiness to provide worthwhile information to be included within the monthly newsletter. The parents overall have expressed extreme pleasure in all facets of the school pre- and post survey which shows an overwhelming support of the school by the parents and a strong bond between school and community. The only area that appeared to need improvement was the communication between parents and teachers regarding individual student's progress.

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APPENDIX A

Instrumentation

October 2004 Survey

Brigantine Public Schools
Brigantine North Middle School

William F. Gussie, Ed.D.
Principal
Phone: (609) 266-3603
Fax: (609) 266-7062

301 East Evans Boulevard
P.O. Box 947
Brigantine, NJ 08203



Parental Survey

Please circle the answer that best fits your response. More than one answer can be applied.

I have children in the following grades: K 1 2 3 4 5 6 7 8

How many years have you had children within the district? 1 2 3 4 5 6 7 8 9+

Please utilize the scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) to answer the survey. If you are unsure of a question or have not heard of a question, please circle unsure. Please circle the answer that best fits your response.

I believe major events have been communicated to me on a regular basis. SA A D SD Unsure

I believe I have a thorough understanding of the educational practices at BNMS. SA A D SD Unsure

I support the mission & goals of the BNMS. SA A D SD Unsure

I believe that BNMS teachers communicate effectively with parents. SA A D SD Unsure

I believe I am kept informed of policies & procedures of the school. SA A D SD Unsure

Thank you in advance for your cooperation.

William F. Gussie

March 2005 Survey

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Please utilize the scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) to answer the survey. If you are unsure of a question or have not heard of a question, please circle *unsure*. Please circle the answer that best fits your response.

I believe major events have been communicated to me on a regular basis. SA A D SD Unsure

I believe I have a thorough understanding of the educational practices at BNMS. SA A D SD Unsure

I support the mission & goals of the BNMS. SA A D SD Unsure

I believe that BNMS teachers communicate effectively with parents. SA A D SD Unsure

I believe I am kept informed of policies & procedures of the school. SA A D SD Unsure

I believe that the new communication methods implemented this year have kept me informed. SA A D SD Unsure

Thank you in advance for your cooperation,

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Connect-Ed Message for Stokes Meeting

Script Your Outreach Message

Page 1 of 1

Connect-ED™ powered by **NTI**

William Gussie
Brigantine North Middle School

[SEND A MESSAGE](#) [CONTACTS](#) [MESSAGE LOG](#) [ACCOUNT](#)

SCRIPT YOUR OUTREACH MESSAGE

This is an optional step which allows you to script out what you would like to say in your message. You may type in an outline or complete text, whatever is helpful for you -- or skip it entirely and click to Record Message.

Message Title: **Stokes meeting**

[RECORD MESSAGE](#)

Optional: **Choose a message script...**

A flyer was sent home today with your child announcing an important meeting tomorrow evening at 7:00 pm for our Brunch/Silent Auction that will be held this Sunday at the Elks Club. As of today we have only sold 53 tickets for the brunch and a handful of parents have sent in items for the auction. We are calling for your support for this important activity. We still need to raise over \$6,500 to cover all expenses for this three day trip. Please send in money to pre-purchase tickets for the brunch, any items for the auction, and please attend this meeting tomorrow at 7:00 pm in the Middle School Library. Please disregard this message if your child isn't going to Stokes. Also remember to contact me if you cannot pay the \$40.00 fee.

Save this Script as a template for future use

[CLEAR](#)

[CANCEL X](#)

[RECORD MESSAGE](#)

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Connect-Ed Message for Important Information

Script Your Outreach Message

Page 1 of 1

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William Gussie
Brigantine North Middle School

SIGN OUT HELP

SEND A MESSAGE CONTACTS MESSAGES MESSAGE LOG ACCOUNT

SCRIPT YOUR OUTREACH MESSAGE

This is an optional step which allows you to script out what you would like to say in your message. You may type in a outline or complete text, whatever is helpful for you -- or skip it entirely and click to Record Message.

Message Title: **Important Informatio**

RECORD MESSAGE

Optional: Choose a message script...

Good evening parents. This is Dr. Gussie, Principal of the Middle School and I have two important messages for you. Interim reports will be distributed on Wednesday, March 9th instead of Monday. This change was necessitated by our snow day last week. Please remember to sign one copy of the report and return it with your son/daughter on Thursday. I also want to remind you our Sixth grade class's Silen Auction/ Brunch will be held on Sunday, March 6th at the Elks Club from 9:00 through 12:00 pm. Funds raised that day are used to help pay for the class trip to Stokes in May. The brunch cost \$7 for adults and \$5 for children. The chefs have planned a delicious meal that includes eggs, bacon, sausage, home fries, friut, etc -UM sounds great! We also have over 80 baskets to bid on. Prizes include an I-pod, several gift certificates from local restaurants, casinos, merchants on the island and in Atlantic City and the surrounding area, terrific baskets for children of all ages, a Brigantine Beach permit, a boys bycycle and much, much more! We will also have delicious baked goods for sale. Remember parents to drop off those tasty

Save this Script as a template for future use

CLEAR

CANCEL X

RECORD MESSAGE

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APPENDIX B

Survey Results

Parental Survey Results (October 2004)

	I believe that major events have been communicated to me on a regular basis.		I believe I have a thorough understanding of the educational practices at BNMS.		I support the mission & goals of the BNMS.	
Strongly Agree	79	49%	58	36%	88	55%
Agree	73	45%	89	55%	63	39%
Disagree	6	4%	9	6%	2	1%
Strongly Disagree	0	0%	1	1%	0	0%
Unsure	3	2%	4	2%	8	5%

	I believe that BNMS teachers communicate effectively with parents.		I believe that I am kept informed of policies & procedures of the school.	
Strongly Agree	72	45%	55	34%
Agree	67	42%	80	50%
Disagree	6	4%	8	5%
Strongly Disagree	0	0%	2	1%
Unsure	9	6%	10	6%

Years in District	# Reponses	%
1	11	7%
2	10	6%
3	9	6%
4	11	7%
5	11	7%
6	24	15%
7	17	11%
8	23	14%
9+	42	26%

Parental Survey Results (March 2005)

	I believe that major events have been communicated to me on a regular basis.		I believe I have a thorough understanding of the educational practices at BNMS.		I support the mission & goals of the BNMS.	
Strongly Agree	92	43%	91	42%	117	54%
Agree	112	52%	112	52%	91	42%
Disagree	5	2%	8	4%	4	2%
Strongly Disagree	2	1%	2	1%	1	0%
Unsure	5	2%	3	1%	3	1%

	I believe that BNMS teachers communicate effectively with parents.		I believe that I am kept informed of policies & procedures of the school.		I believe that the new communication methods implemented this year have kept me informed.	
Strongly Agree	89	42%	87	41%	111	52%
Agree	105	50%	107	50%	89	42%
Disagree	6	3%	9	4%	4	2%
Strongly Disagree	2	1%	2	1%	2	1%
Unsure	8	4%	7	3%	7	3%

Years in District	# Responses	%
1	21	13%
2	19	12%
3	11	7%
4	9	5%
5	21	13%
6	18	11%
7	28	17%
8	25	15%
9	57	35%

Percentage Comparison

	I believe that major events have been communicated to me on a regular basis.		I believe I have a thorough understanding of the educational practices at BNMS.		I support the mission & goals of the BNMS.	
Strongly Agree	13	-6%	33	6%	29	-1%
Agree	39	7%	23	-3%	28	3%
Disagree	-1	-1%	-1	-2%	2	1%
Strongly Disagree	2	1%	1	0%	1	0%
Unsure	2	0%	-1	-1%	-5	-4%

	I believe that BNMS teachers communicate effectively with parents.		I believe that I am kept informed of policies & procedures of the school.		I believe that the new communication methods implemented this year have kept me informed.	
Strongly Agree	3	-8%	8	-11%	118	55%
Agree	43	7%	44	10%	89	41%
Disagree	13	4%	2	0%	1	0%
Strongly Disagree	1	0%	1	0%	1	0%
Unsure	-5	-3%	1	0%	7	3%

