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A STUDY TO DESIGN, INVESTIGATE, IMPLEMENT AND MOTIVATE PARENTS TO BECOME MORE INVOLVED IN SCHOOL ACTIVITIES AND IN THE EDUCATION OF THEIR CHILDREN

By Bibiana A. Anyanwu- Acholonu

A Thesis

Submitted in partial fulfillment of the requirement of the Master of Art Degree of
The Graduate School at
Rowan University
May 2001

Professor	
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May 11, 200	Professor May 11, 2001

ABSTRACT

Anyanwu-Acholonu, Bibiana A.

A Study to design, investigate, implement and motivate parents to become more involved in school activities and in the education of their children, 2001, Thesis Advisor: Dr. K. S. Sernak

Department Professor: Educational

Leadership

The purpose of this study was to define and evaluate the strategies of motivating parents to get involved in the education of their children. The subjects were selected from Sharp School, community businesses, and organizations. The criteria for the selection of the subject were based on the diverse population of the stakeholders and outside school community interest groups.

Questionnaires were administered to parents and teachers. Responses were collected. Data was analyzed and interpreted. Semi-structural interviews were conducted and recorded. Observations were preformed. The result of the observations was recorded. All information obtained from the above were assessed and compared to obtain the common needs. The findings were utilized to plan for motivational activities. The activities were organized and implemented in order of priority.

Findings indicated that the majority of the parents studied portrayed willingness for participation. There were positive expressions and collaborations among the staff and parents for a partnership relationship.

The school personnel made every effort utilizing information on cultural behavioral style to plan appealing activities based on parents' and students' interests.

After a trusting relationship was built through various activities, workshops and training were presented to the parents to show them how to be more involved in school activities.

MINI ABSTRACT

Anyanwu- Acholonu, Bibiana A.

A study to design, investigate, implement, and motivate parents to become more involved in school activities and in the education of their children, 2001, Thesis Advisor: Dr. K. S. Sernak

Department Professor: Educational

Leadership

The purpose of this study was to investigate motivational strategies to increase parental involvement.

Results of the analyzed data were generally positive. Conclusions by the researcher indicated: - Parents willingness to participate. Cultural information utilized in developing and implementing activities were important. Working collaboratively with parents created an effective partnership between parents and schools.

DEDICATION

This research is dedicated to God Almighty who continues to lift my spirit up, despite all the trials and tribulations surrounding my life throughout this program. Thanks God! I will always love you for you are great.

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The researcher wishes to express her gratitude and appreciation to the individuals and groups who have assisted in different ways during the development, implementation, and completion of this study:

Dr. Kathleen S. Sernak, who has patiently guided and assisted me throughout this project.

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Dr. Jonathan C. Ogbonna and Mrs. Susan Harper, for working patiently with me in editing this project.

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My co-workers, more especially, my excellent assistant, Mrs. Barbara Martin and everyone who gave me words of encouragement.

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Chapter 1:

INTRODUCTION

A. Focus of the Study

Parent involvement in American schools has fluctuated over the past two centuries, after American parents relinquished the responsibility of their children's education to professional educators. Parent involvement became increasingly suspect especially in the 19th century (Waterman and Zellman, 1998). Reformers bent on immunizing schools from "promiscuous contact with local influences" included parents in this group (Clifford, 1995).

A larger role for parents became acceptable around the 1920's but the earlier push toward professionalism was evident in the definition and limits of that role (Waterman and Zellman, 1998). Essentially, the schools dictated the parents' role. Ideally, parents would be helpers and supporters of what teachers and schools were doing. Particularly, parents were encouraged to help with homework, join the PTA, provide merchandise for the bake sale, and show up at times specified by the school, such as back-to-school night (Fructter, Galleta & White, 1992). (Lightfoot, 1978) condemned this type of involvement for its contrived nature and superficial level of interaction.

The relationship of parents to their children's school shifted again in the 1960's. Major cultural changes in the United States that stressed cultural pluralism, civil rights (Zellman & Schlossman, 1986) and federal policy responses, for example, the Title1 Compensatory Education Act) contributed to a larger potential role for parents. These movements enabled more parental and community involvement.

Educators sometimes are content to let parents and families take the initiative in becoming involved in their children's education. But for a real partnership to occur,

educators must look at ways in which the school can initiate this involvement. In such partnerships, the school and the home share responsibilities for children's learning. The relationship is based on mutual respect and acknowledgement of the assets and expertise of each member.

A partnership approach gives families and community members a greater opportunity to determine options for school involvement. This could also help them to assume key roles and responsibilities in school improvement. This includes participation in the school decision making process. When schools develop and implement strategies for promoting effective school/family community partnerships, the result is improved learning for all students and strengthened schools, families, and communities.

The focus of this study is to investigate the means/ of motivating parents to get more involved in school activities and in the education of their children. The audience is the same as the participant. These include the parents, community members, such as, businesses, churches hospitals, teachers, support staff, and building administrators.

B. Purpose of the Study

The purpose of this study is to define and evaluate the means/ strategies of motivating parents to get involved in the education of their children as well as to determine the impact of the involvement on the students' achievement using a case study action research design.

The implementation of a parent involvement program is intended to identify training and shared responsibilities that build school and parent capacity for involvement in elementary school students' performances, including literacy and parenting education.

Leadership Development

The intern wished to develop and enhance her skills in communication, interpersonal relationship, partnership, empowerment, and cooperative teamwork.

The Intended Organization Development

The intern intended to bring a change where parents are motivated to get involved in the school activities, where partnership between school community and family is present. Further more, the intern wanted to creatively develop a school environment, where there is shared responsibility for learning and the change where school commits to providing high-quality curriculum. Also a change that brought supportive learning environment, where teachers are given sustained professional development so that they teach to high standards and families may help to participate in their children's learning. The intern's established change would provide families with the opportunities to be responsible in supporting their children's learning, through activities such as monitoring attendance, progress in school, homework completion, and television viewing.

C. Operational Definition

Definitions: - This section defines all unique terminology, programs, or alternative meanings that are important for the reader to understand the study.

Parental Involvement- refers to the various forms of parent participation in their children's education as well as school activities. Such participation includes the following: parent-teacher conference, social activities, school management team, school planning team, PTA, volunteer work, chaperoning, tutoring, etc.

Whole School Reform Models- the educational models recommended by the Commissioner of Education and the Supreme Court justices in the Abbott V Burke decision.

The models include Success for All, Ventures, Modern Red Schoolhouse, ALAM, and COMER School development Program.

COMER School Development Program- the term COMER School Development Program in this project is a systems approach to school management based on principles of child/adolescent growth and development and under personal relationships. Nine components are systematically used to address the areas of academic, social and staff development. A school Planning and Management Team (SPMT), a Student and Staff Support Team (SSST), and a Parent's Team (PTSA, PTO) are the three major teams that address school-wide issues and oversee the development of the school improvement plan. The teams operate under three guiding principles, collaboration, no-fault, and decision-making by consensus.

Effects: the effects as defined in this study would mean the answer to the question: what are the advantages and disadvantages of parental involvement.

Motivation: In this study motivation would refer to any incentive/reward that will help to increase parents' interest to get more involved in school activities.

Strategies: the term strategy as is used in this research would answer the questions of what and how to assist parents to be comfortable getting involved in school activities and education of their children.

Early Adopters: The term early adopters, as written in this paper, are those individuals who are quick in accepting change process.

Late Adapters: These are those who might like things to change but it take them time to accept and implement the change process.

D. Limitations

As the intern underwent this project, she expected that since nothing is perfect, so neither was this project. There was some hindrance that made the completion of this project or research to reach its perfection. These limitations included but were not limited to finance issues, time on the part of the parents, and teachers' union agreement.

The limitation of this project was also the problem created by the perception of both early and late adopters, and the problem of the project being comparable to the existing cultures.

Also, were the time factor problems created when the after-school program started, since almost all the parent team committee was committed to after school activities. Another was that the fundraising for the activities was not enough to cover the cost of resources. Money allocated for the workshop through grant writing for whole school reform had to go through the Board of Education and the superintendent's approval for parent workshops, thereby delaying the presentation time and date.

The intern wanted to develop ways of motivating parents to get more involved as partnerships in education beginning in the 2000-2001 school year. This study was targeted to Sharp Elementary School with its need and specific population. Therefore, the result of the study may not be applicable to other schools or districts. Furthermore, the amount of parental support and partnerships established between parents, community and school placed limitation on the study. Teachers and their resistance to accept increased parental participation in the decision making process and the historical perception regarding the school's receptiveness also contributed some limitations on the project. In addition to the above mentioned limitations, there was a time limit which did not provide the intern the

desired length of time to measure the outcome or full impact of the project on the parents, students and Sharp School community in general.

E. Setting of the Study

Historical Overview

This section will provide the reader with the necessary basic information regarding the site where the intern completed her work. This data was focused on the community and educational settings with an emphasis on the socio-economic status, economic factors, and the government structure of Camden City, New Jersey, the School District and H.C Sharp Elementary School.

Camden, New Jersey, a historic city is located in the northwestern part of the county of Camden along the Delaware River. It is the seventh largest city in the state of New Jersey, and the largest city in Camden County. The city serves as the county seat and it is the home to federal and county courthouses. It measures over ten square miles and has a population of about 88,000 people.

Camden was incorporated as a city in 1829. This city was known for its shipyards and industry and was once home to the Radio Corporation of America, producer of the first picture tubes for television sets. Other factories produced chemicals, electrical appliances, leather and automobile accessories. A steel pen company, the first of its kind in the country, was established in Camden in 1860; the Campbell Soup Company plant was opened there in 1869 and started marketing condensed soups in 1897. The city is still the world headquarters for Campbell Soups (Encyclopedia Britannica, 1999-2000).

The Camden's waterfront has undergone a dramatic revitalization in the past decades. The twenty-five thousand capacity Blockbuster-SONY Entertainment Center

opened in June 1995. This state of the art amphitheater offers year-round musical and dramatic entertainment. The center sits adjacent to the New Jersey State Aquarium. The waterfront is also home to Wiggins Park Marina and the Dr. Ulysses S. Wiggins Memorial Park. Plans are in progress to, not only expanding the Waterfront Park, but link it with Philadelphia's Penn's Landing via an aerial tramway. There is also a riverbus that runs between Penn's Landing and Camden's waterfront. Camden City is also the home of battle ship.

Camden was also the home to the great American poet Walt Whitman, who often wrote about the city and the surrounding, and whose legacy lives on in the Walt Whitman Poetry Center. The center sponsors regular exhibits and other cultural events throughout the year. Camden is also a major educational center in Southern New Jersey. In the northern part of the city lies the Camden Campus of Rutgers, the State University, and are also home to branches of Rowan University and the Camden County College.

The city has three hospitals: Cooper Hospital/University Medical Center, Our Lady of Lourdes Medical Center and West Jersey Health System. Downtown Camden is a hub for public transportation. The PATCO High-Speed Line has two stops in Camden prior to heading over the Delaware River into Philadelphia (Camden, NJ Official Web Site, 1999-2000). The new ultra-modern headquarters for the Delaware River Port Authority sits near Camden's burgeoning waterfront (An Overview of Camden, 2000).

Socio-Economic Status

In decades after World War II, Camden, like many American urban areas has traditionally been plagued by numerous problems associated with urban blight.

Camden's economy declined as industries closed down or left the city; and middle-class

residents moved to the suburbs. By the early 1900's the employment rate was more than twice the state's average, and approximately half of Camden's inhabitants lived below the poverty line.

Camden's demographics include relatively diverse populations, but is heavily skewed towards minorities. The 1990 Census reported that there are approximately 87,492 residents in the city. This represents a three- percent (3%) increase from the 1980 Census report of 84,910 residents. The city's racial composition is as follows: African-American – 54%, Hispanics – 24%, Whites – 20%, Asian and Pacific islanders – 1%, and Native Americans – less than 1%. Whites represent the only decreasing population; all other populations are increasing with the Asian Pacific Islanders population growing the fastest at a remarkable rate of 300%. The city's population as a whole has seen a 3% increase since the 1980 census.

Camden is also described as a City of children, and has proportionately 12.3 % more children than any other City in the State of New Jersey and 9.1 % more than Camden County average. More than 17 % of the children are living below the national poverty level. Many live with single-mother heads of households who need help in coping with overwhelming problems.

Camden City's age demographic differs considerably from that of Camden County as a whole. The city's population is skewed heavily to the lower end of the age scale. In Camden City, the median age is 26.3 as compared to 32.8 years for the county. In Camden County the largest age group, (25-44) comprised 32.9 % of the population. In Camden City, the same group is the largest but comprised 29.3 % of the population. In Camden County, 36.5 % of the population is under 25. In Camden City 47.6 % of the

population is under the age of 25 (Camden, NJ Official Web Site, 1999-2000). Camden City's school-age group is its second largest population segment: 35.5 % of the city's population is aged 5 to 17 as compared to

21.2 % in Camden County for the same group (Camden, NJ Consolidated Plan for 1995 Executive Summary, 1995).

This shift in population to the young end of the scale when combined with Camden City's shrinking tax base for public education .Job losses, high levels of unemployment, and a poverty rate in the excess of 36 %, does not bode well for the chances of a skilled work force, emerging in the city without heavy outside the State help and influence.

Historically crime has soared in Camden in direct proportion with the loss of its economic base. Camden City represents only 17% of Camden County's population, however 88% of all murders in the county occur there. Camden City police estimate conservatively that 65% to 70% of all crime is drug related.

Drug activity is reported as the major fuel for high crime rates in the city of Camden. The net impact is a pattern of crime, drugs and violence that counters attempts to stabilize neighborhoods, attract businesses vital to Camden's tax base, and the education of the City's children. Camden City Police Department statistics from 1989 to the present confirm this pattern.

Crime increased by 23% between 1989 and 1990. Thereafter, violent crime leveled off with a down turn from 1990 to 1992. Nevertheless, overall city crime statistics are described as daunting, especially given the total population of the City of Camden. Serious crime increased from 12,566 in 1989 to 13,387 in 1992, an increase of

6.5%. In 1992 alone 1,484 (1.77% of the total population) individuals were arrested for drug violations. In 1994, the City of Camden as well as the entire state of New Jersey was horrified as Camden compiled a record of 50 homicides in one year (South Jersey Community Guide, 2000).

During the late 1990's Camden City is still trying to place itself on the map.

Drugs are still the major cause for the rise in crime rate, which keeps many potential residents and businesses from locating in Camden. Unemployment, crime and struggling industries are the major future problems restricting Camden's growth. Despite Camden's socio-economic status, the city's strategic location offers hope that this trend may be reversed (Camden, NJ Consolidated Plan for 1995).

Economic Factors

Camden has experienced thirty years of erosion of its economic base characterized by industrial and ensuing middle-income flight from the City. However, since the early to mid 1990s, Camden has begun to show signs of economic recovery.

Although the City's economic growth has not been overwhelmingly large; it has been characterized by a great deal of change within the major economic sectors. Of New Jersey's seven largest cities, only three, one of which is Camden, has experienced gains in employment. Moreover, the City's per capita income has also experienced a significant rise, although Camden still lags behind the nation, state and county in that regard.

The type of employment within the City has changed dramatically over the years. Camden's economy has steadily lost manufacturing jobs while gaining jobs in the health care industry. In order to stem the flow of vital manufacturing jobs leaving Camden, the

city needs strategy to strengthen the manufacturing sector (U.S. Department of Housing and Urban Developing).

According to the 1992 New Jersey Employment and Training Commission study, the following linkages needed to be established. A community service strategy, a youth apprenticeship program, school to work initiatives (including technical preparations options), literacy programs using public and nonprofit agencies and workplace education programs, using financial resources from the NJ Workforce Development Partnership Program to improve resident skills (Camden, NJ Consolidated Plan for 1995 Executive Summary, 1995).

Government Structure

Camden operates under a Mayor-Council form of government. Originally, under this form of Government, the City Council consisted of seven Council members elected at large.

In 1994, the City opted to modify the form of government to better address the changing needs of the citizenry. As a result, the City of Camden was divided into four (4) council manic districts. Instead of electing the entire council at-large, only one council member is elected from each of the four districts each election. In 1995, the election was changed from partisan election to a non-partisan municipal election. The Municipal Election is held on the second Tuesday of May (Camden NJ Official Web Site, 2000).

School District

The Camden City School District has a total of thirty-four (34) schools: eighteen (18) elementary PreK to grade 5, five (5) Family schools PreK to grade 8, four (4) Middle

Schools, 6th to grade 8, four (4) High schools, 9th to 12th grade, three (3) Alternative schools, and one Adult Education school, which also houses the special program for pregnant girls. Presently, the District's Board of Education, with the School Facilities committee, are studying possible changes to the schools' grade level configuration for the 2002-2003 school year. The Camden School District's student enrollment for the 1999-2000 school year was approximately 18,536 students PreK to 12th grade. More than 75% of the school-aged children enrolled in the city schools are identified as "at-risk" or disadvantaged. Table A summarizes the ethnic and gender composition of the district's student population (Reiss, 1999-2000).

Table A: Ethnic and Gender composition of the district student population.

Ethnic	Males	Females
African Americans	5,041	5,480
Latino	3,661	3,518
White	164	157
Asian	180	173
Other	3	16

Camden City Board of Education is the largest single employer in the city. The district has a total of 3,999 employees (Reiss, 2000).

The Camden School District, is one of the twenty-eight (28) school districts in New Jersey identified as special needs or Abbott district as decided by the New Jersey Supreme Court. This decision was rendered to ensure that the public school children from the poorest districts would receive the educational entitlements guaranteed them by the Constitution and in order to meet all the requirements of a thorough and efficient education. As a result of this Supreme Court decision, schools in the Abbott districts are required to undergo a reform process referred to as "Whole School Reform". As part of

this process, and in accordance with the regulations, each school in the Camden School District had the opportunity to research the various models recommended by the State Department of Education, and the Supreme Court, with the goal of adopting the model that best, addresses their schools educational needs. The various Whole School Reform models adopted by the Camden City Schools were Success for All, Ventures, Modern Red Schoolhouse, ALAM, and COMER School Development Program.

The Camden School District's operating budget for the 1999-2000 school year was approximately \$236 million. Ninety percent (90%) of this budget is from State Aid, five percent (5%) comes from city tax, three percent (3%) represent federal aid and two percent (2%) constituted free surplus from the previous year.

Intern Site

The internship site is H.C Sharp Elementary School, located in Camden City, and New Jersey. The school was erected in 1922, and has an adjoining wing, which was built in 1987 to accommodate the increasing number of the student population. In the last few years a trailer was added outside in the schoolyard, to house students with learning disabilities. Sharp school also rents a space at a neighboring church to house bilingual kindergarten and first grade students.

H.C Sharp School offers wide and expansive opportunities for its Pre-K to 5th student population. The curriculum consists of challenging and diverse programs with emphasis on the needs of the individual child. Sharp School offers a literature-based reading program designed to promote reading comprehension and to enhance the development of positive student interest, motivation, and attitude regarding literature. Reading, language arts, and spelling merge into an integrated language arts curriculum.

The program focuses on accelerating reading and writing skills for the success of at risk students (Reiss, 2000).

The mathematics program at Sharp School emphasizes a hands-on approach where the students interact with a rich variety of learning materials during both independent and group work. Skills and concepts introduced are used as a foundation for further learning.

At Sharp School, the new social studies and science programs are in the early stages of development. Hands-on activities, projects, and cooperative learning are implemented to provide students with diverse methods of achieving instructional needs.

Curriculum Alignment and Instruction for Student Achievement

Sharp school offers a comprehensive curriculum in such areas as music, physical education, library, and computer studies. In order to meet the needs of all children, Sharp school provides basic skills, bilingual, and ESL instruction to selected students throughout all of the grades (Reiss, 2000). Special needs are also met through our school's Pupil Assistance Committee and through the district's Child Study Team, which identifies those students who would benefit from special education offerings.

At Sharp School, many programs have been established so that the students may have the opportunity to develop skills in cooperation, responsibility, positive attitude, and citizenship while still having fun. The programs include but are not limited to: - Positive Action, D.A.R.E., Network III, Project S.O.S. (Save our Student), the Inner-district Outreach Program, Parent/Teacher Association, Band, Senior Choir, TELS Program/Turner Construction Co., Play Day Outreach, Spanish, Safety Patrol, Positive Action Newsletter.

Many of the teaching staff of Sharp School have taken and will continue to take advantage of all office of staff development training classes. These classes include cooperative learning, effective classroom management, and practical strategies of instruction. Presently, teachers are using the above strategies in their instruction. All of these strategies have assisted our teachers in meeting the needs of Sharp School students.

Sharp School serves a population of approximately 550 students in Pre-school through 5th grade, and has the mobility rate of student transfer of 16%. The mobility rate is 16% due to the economic status of its residents. The average class size within Sharp School is with an attendance rate of 95%. The average cost per child for the district is \$10,829(oral interview with Sharp school principal, september2000).

The internship site has a faculty of 100% instructional and support staff with different degrees of education. There are 85% possessing Bachelors, 15% possessing Masters and 0% possessing Doctorate Degrees. The staff has an attendance rate, of 94%.

Sharp School follows the district-formulated paradigm that outlines the skills that are to be taught in each subject, according to grade level. This paradigm is based on the new concept of New Jersey's core curriculum content standards to be aligned with the state mandates.

As a result of the Abbott legislation, a "thorough and efficient education" is required for all students in New Jersey. Camden is an Abbott designated school districts. Effective September 2000, Sharp School will undergo a major, whole school reform effort. The school has elected the "Comer School Development Program" model. The choice of this program model is intended to help in the accomplishment of the vision of a student-centered community, which promotes academic, social and personal development

so that all students will become high level achievers. The Comer Model Program is also intended to produce life-long learners, productive workers, responsible citizens, and thoughtful participants in families and the global community.

According to Comer (1998) and his team, there was a clear need for an organizational and management plan based on principles of child/adolescent growth and development and interpersonal relationships. The Comer School Model adopted by Sharp School is a model that stresses collaboration, consensus and a "no fault" approach to decision making. The Comer School Development Program Model uses the talents, strengths, and interest of parents and school staff as collaborative decision makers to develop policies, procedures and programs that will improve the academic and social climate of schools. Sharp Elementary is a school that is an innovative environment, committed to the educational needs and success of all students.

F. Significance of the Study

The intended significance of this study include but is not limited to Sharp school regarding their relationship with families as a partnership in which school and home share responsibility for children's learning. When effective partnership existed, the result of the partnership would be an increase in the level and type of parental involvement as well as the support that families demonstrate for the school. Perhaps most important is when the responsibility for children's learning is shared by the school, home and community. Children therefore would have more opportunities for meaningful, engaged learning. Students were then able to see the connection between the curriculum in the school and the skills that are required in the real world.

It would provide the opportunity for Sharp school to offer teachers professional development on collaborating with parents and families, learning about family dynamics and nontraditional family structures, improving two-way communication between school and home, reducing barriers to family involvement and understanding diverse cultures.

This project will make its major contributions in the increase of parental involvement, where shared responsibilities between school and families offer the children more opportunities for meaningful, engaged learning.

G. Organization of the Study:

This section delineates how the rest of the paper will be organized. After this chapter, the intern reviewed different literatures, discussing the topic- parental involvement and other related studies on parental involvement in Chapter 2. Furthermore, the intern described the Design of the Study in Chapter 3. Chapter 4 focused on the presentation of the Research findings. Conclusions, implications, and further study will be discussed in chapter 5.

After all the above, organized activities are preformed, the intern will then write the abstract and Mini-Abstract of the study. Then, references, appendixes and biographical data will be written and placed in order. The intern also intends to arrange the paper under a table of content. She will dedicate her study and acknowledgement to those individuals who assisted the intern in completing this thesis and the other projects.

CHAPTER 2

Review of Literature

In this chapter, the intern reviewed other researchers' writings about parental involvement using various models/programs in different schools. Given the fact that these researchers have different opinions and suggestions about parents and their involvement, the intern focused the writing on parental involvement in general, and on ways to motivate/involve parent. The effects of parental involvement, both positive and negative were investigated. Under the effects, the benefits of parental involvement will be discussed using the following headings:

- a. Student Benefits
- b. School Benefits
- c. Parent Benefits

Categorically, the entire review will be organized into sections under the following three headings.

- 1. The Definition and Models of Parental Involvement
- 2. The Effect and Benefit of Parental Involvement
- 3. The Motivational Factors / Strategies for involving parents

Definition and Models of Parental Involvement

More than 80 years ago", John Dewey urges that each public school should be a model home of a "complete community. In the above kind of community, a shared vision, realistic developmental goals and a caring way for people to learn and be together

would energize students, staff, and parents. Today, the legislature has made provisions under Title 1 to make family involvement a priority, by supporting partnerships between families and schools while encouraging community efforts to improve schools and reinforce the importance of learning.

The antecedent of Title 1 programs recognized that parents are important educators of their children. The new Title I legislation included three key provisions such as a parental involvement policy, which were jointly developed by school districts and parents. Also the school/parent contracts that identify shared responsibilities for high student performance was developed. There was also the recognition on training to build school and parent capacity for involvement. Furthermore there was the inclusion of literacy and parenting education. Support for family involvement in the Title 1 schools can also come through other federal legislation.

The emphasis on improving parental involvement and partnership with schools can be portrayed in the related legislation and initiatives. The provisions in various federal laws and national initiatives acknowledge the importance of encouraging family involvement and can reinforce the provisions in Title 1. Specifically: - Congress recognized improving parental involvement as a new national educational goal in the Goals 2000 legislation

- State and local Goals 2000 plans are to be developed with broad-based input from parents and other members of the community. Families and the general public are to participate in key decisions about curriculum, instruction, and assessment and how families can help their children meet high academic standards.

- Goals 2000 parent information and resource centers are intended to provide information sharing, expert assistance, and direct parenting services that could assist Title 1 schools.
- Even Start (Title I, Part B) supports family literacy, early childhood education, parenting education, and adult literacy for many low-income families served by Title1
- The Secretary of Education has created a <u>family involvement partnership for</u> <u>learning</u>. It is a mission driven, national coalition of partners including family, education, business, community and religious organizations committed to promoting policies and practices that increase family involvement (The Intern Report, 1996).

The importance of parental involvement is confirmed by Epstein, (1995) and Moles, (1993) when they said, "Parents are a child's first and most important teacher." Their research suggests that parents may need help from schools and others to be more effective teachers and supporters for their children. Effective schools not only provide parental involvement, but also respond to parents' concerns (U.S. Department of Education, 1994).

De Kante, Ginsburg & Milne, (1986), Henderson & Berla, (1994), Keith & Keith, (1993), Stevenson & Baker, (1987), U.S. Department of Education, (1994), Walberg, (1984) have found that, all types of families can help their children learn at challenging academic levels. Their studies of individual families show that what the family does—language development, motivation of children, monitoring homework, limiting TV—is more important to student success than family income or education.

The school, the family, and the community are "three major contexts in which students live and grow"; these "overlapping spheres of influence" are extremely

important because they "directly affect children's learning and development" Epstein (1995). The schools need to work together with families and community as partners who share responsibility for the education of all students. These joint efforts would contribute to the improved outcomes for students' achievement. When parents recognized their shared interests in and responsibilities for children, they would work together to create better programs and opportunities for students. The partnership for family involvement in education Act (1997) noted that successful school-family and community partnerships are based on shared responsibility among school-families, and community for children's learning and development. The applications of the democratic process in recognizing different interests, respecting the viewpoints of all participants, and using negotiation and compromise to make decisions and provision of diverse opportunities to meet the needs of children, families, and schools are important.

To further emphasize the importance of schools sharing responsibility for students' learning, federal legislation relating to family and community involvement has called for the development of school partnerships with families and community groups. A partnership approach gives families and community members a greater opportunity to participate in the wide range of school involvement activities. It also gives them a voice in the school's decision – making process as well as real roles and responsibilities in school-improvement efforts.

If a partnership is to succeed, it must be based on "mutual trust and respect, an ongoing exchange of information, agreement on goals and strategies, and a sharing of rights and responsibilities" (Epstein, 1995, p.701). The above study supports this fact

that school must be willing to involve parents, families and the community at deeper levels and to support their participation.

In a videotaped interview by Mueller, (1997), there was an indication by Mueller that schools needed to enlarge the roles and options of parents and families who wish to be involved in schools. The above videotaped interview also supported that family involvement begins with school administrators. Their willingness to recruit parents and community members for school tasks, to listen to other people's viewpoints and to share in decision-making provides a necessary foundation for all school-family-community partnerships. William and Chavkin (1989) note that administrative support can be provided through funding that is made available from the district office budget; materials, space and equipment used in promoting family and community involvement and people designated to carry out programs.

School administrators are instrumental in providing teachers with professional development in family and community involvement. Such professional development is a critical part of effective partnerships. All school staffs need to develop the necessary skill for working effectively with parents and families. Generally, very little to none preservice time is devoted to preparing teachers in family involvement. Various school districts or systems can take the lead in offering teachers professional development on collaborating with parents and families, learning about family dynamics and nontraditional family structures, improving two-way communication between school and home, reducing barriers to family involvement and understanding diverse cultures (Ballen & Moles, 1994).

To assure the healthy development of every child, so that each has the knowledge, skills, and resilience, to be successful in a rapidly changing world. Gibbs, (1995), stresses that this ambitious mission can be systematically achieved as the school community engages all teachers, administrators, students and families in working together as a learning community that is dedicated to caring and support and also for active participation and positive expectations for all students.

The restructure of the school, teachers, and parent policies to encourage better familial roles in education is imperative for effective partnership between schools and families. Fabros, (1999), stated that involvement, however, must be recognized only when appropriate and correlated to student success. Schools and parents are not "islands" unto themselves. They are necessarily united to educate students and train them towards adulthood. In light of the "1995 Goals 2000: Educate America Act," a much greater push towards increasing parental involvement in education exists today. The question then is what type of interaction is needed? Does all participation reap positive benefit?

Much research has been dedicated to the lack of parent participation in their children's education. Yet, teachers who work in communities or settings where academics are highly esteemed often relate stories about parental "intrusion" in student work. Fabros (1999) cited an example of a third-grade teacher when he wrote: "One third grade teacher, for example received a paper with a parent's name signed at the top of a page. Another teacher was dumbstruck when the parent of a high school student angrily asked, 'Why did you give me a "C" on that paper?' and… The above examples illustrate the reason why the teachers and schools must design appropriate roles for parental involvement in education.

Most researchers dwelt on the concern of parent involvement with elementary school children. Some performed little studies on high school students. The question to be answered is; what happens to the parental involvement in middle school? Rutherford and Billig (1999) approached the above question by saying: "Research projects that focus on family and community involvement in comprehensive district wide programs in the middle grades generally explore two central questions. First, how do schools and districts involve families and the community as partners in education? Second, how do schools and districts create partnerships that acknowledge the roles of the family, school, and community in the growth of the child, and how do these systems interact" (p. 17). The answers to both questions are summarized as followed: -

The essence of middle grade family and community involvement is relationship. Schools and communities are ideal contexts for developing and fostering strong relationships with the families of middle grade students. To help build support for middle grade schools, one-on-one communication between families and teachers, the addition of school personnel to deal with family issues and community contact with students in their roles as consumers and workers are needed. Schools can encourage direct contact between middle grade families and teachers and can create staffing patterns that support these relationships with local businesses to make supportive community connections. Families can be encouraged to build personal relationships with school staff members.

Responsibilities and decision making are shared by a broad array of players, including the child. Just as adolescents' roles change during the middle grades, so do their responsibilities and decision-making strategies. School, home, and community are

all places where middle-graders learn and are actively involved in positive or negative ways. Teachers, counselors, social services, personnel, business people, families, and students themselves can and should share responsibility and decision-making about curriculum and delivery of instruction. The challenge for middle grade schools comes in coordinating information and efforts across a broad range of stakeholders.

According to Rutherford and Billig (1999) schools needed to include middle grade families, teachers and students in decisions about curriculum instructions. Also they need to involve families and students in conferences about course work and individual progress. Furthermore, schools are required to coordinate information from the school to insure smooth communications. Families need to understand school policies and expectations to act as advocates and supporters of middle grade students Rutherford and Billing (1999) stated that sustained parental, family and community involvement depends on active advocacy by leaders. Leadership in the school and community plays a key role in fostering parental, family and community involvement. Leaders set the tone for involvement and provide the text to enable school personnel, families, community members and business people to maintain an active role in the middle grade education. In a study done on "Parent Voices which is an American Indian relationships with schools, Ashford and Payne (1992) said that even following the legislation of parental involvement, schools especially public schools often have given only lip service to this reality. As it is too often the case, the law has not assured that teachers collaborate with parents and parenting communities in thinking about their children's education or in the more broad educational decisions made in schools. What is written on paper "known as written law" has not assured compliance with the spirit of the law.

Forging true partnerships requires a lot of work and the willingness by both parties to spend time getting to know each other's expectations. It is for a common understanding when different points of view regarding the degree to which teachers and parents should be involved in partnerships exist in the school community, (Griba, 1999) parents can be an important resource to schools if used wisely (Weisz, 1990).

Resembling topics and themes appear in most of the research writings about parental involvement. Lists of suggestions hold many things in common about parental involvement, namely; parent rooms, communications, parenting workshops and activities. Most often, the roles of parents as advocates and decision-makers are not mentioned.

Parents as advocates and decision-makers means becoming a volunteer beyond traditional boundaries. With this in mind, more parents can be recognized for their contributions to the education of children, (Jesse, 1997).

Effects and Benefits of Parent Involvement

Like in every thing and every day life, there existed both positive and negative effects to every life situation. The same applies to the parental involvement in schools and education of their children. In some situations such as in parental involvement, the positive effect can outweigh the negative, thereby rendering negative effect less significant. At this juncture the intern reviewed the literature of both effects and expanded on the positive effect, which were the benefits to all concerned parties.

As King (1998) stated; recently, a "fourth R" should be added to the basic three R's of reading, 'riting, and 'rithmatic – "rearin'." The children we teach need adults in

their lives. Children increasingly live in single-parent homes; one in four has a stepparent. Others live with adopted or foster parents, relatives, or guardians. Today, the term parent refers to all primary caregivers. Teachers must involve all these adults in their children's schooling to improve achievement, attitudes toward learning and selfesteem. Parental participation impacts a student's level of success more than any curriculum reform, self-esteem building activity, computer technology, or other innovation. Parental involvement is more significant to school success than family income or education level. All children—especially those from low income and ethically diverse families—experience greater accomplishment when teachers consistently involve their parents, build on the strengths of their families and formed strong ties with the community (Davies, 1991, Epstein, 1987, Steinberg, 1996). Professional literature and research programs strongly supported parental involvement in schools. "The positive effects of parental involvement on students' achievement are sustained across grade levels (pre-school through high school), in programs that are home or school based and for programs in low and middle income settings. These positive effects are also present in culturally diverse educational settings and among students who receive special education services (Correa, 1989). Steinberg (1996) found a statistically significant correlation between student achievement and parents' participation in school programs, conferences, and extracurricular activities. Teachers may pay more attention to students whose parents are involved in the school, which might explain the positive relationship.

Epstein (1987; 24) reported that "large numbers of parents' are excluded from the most common communications with the school." More than one-third of the parents does not attend parent-teacher conferences, and almost two-thirds never even talk to teachers

by telephone. Indeed, "most parents are not involved in deep, detailed, or frequent communications with teachers about their child's program or progress." Though most parents believe involvement is important... relatively few assist at school" (Epstein 1987; 125). When teachers frequently request that parents be involved with their children's learning at home, parents and teachers rate each other much more positively and parents feel better about their overall involvement.

In a study of participation by African-American mothers in urban schools Winters (1994) found that "enhancement of competence, the development of skills, the actualization of potential and the impetus of motivation" (p.3) are by-products of parental involvement. Of course, this powerful combination of benefits to the child will only occur if the parent chooses to participate. Schools must take informed and expert initiative to capture the attention of parents who "heretofore might have felt alienated and threatened by school" (Winters, 1994 p.3) The dialogue about parental involvement changes fundamentally when parents are present in the school. Some schools most often made blanket statements about parental motivations, which were not supported when parents work on-site.

Johnson (1999) wrote, "Parental involvement in schools is a complex and critical educational issue; it is not of course the panacea for all school problems. Parental involvement is about building trust, which a teacher creates over time throughout the school year and beyond" (p. 126). As Paley noted in Sherer (1998), "Our jobs as educators are better when everyone is involved. We are on the wrong track if we feel we can educate children without the families" (p. 5). As partnership relationship between parents and teachers is a trust-building process, the best approach a teacher can take is

that of a learner. By nurturing a belief that he or she has much to learn - especially about students. The teacher encouraged the parents to open avenues of two-way communication. With active, consistent outreach efforts, a teacher invites parents to be partners in the education of their children.

Casanova (1996) indicated that it is not possible to romanticize parental involvement or to proclaim its virtues without also acknowledging its excesses. Further important aspects of parental involvement, are its ties to the characteristics of the school population. It is good to promote parental involvement, but policies directed at increase must depend on research that continues to examine the various ways in which parent and school concerns can be integrated in cohesive and sensitive ways. Consequently, attempts should be made to forge relationships where parents and teachers respect each other's knowledge about children's needs and collaborate to maximize their potential. Parental involvement is likely to be improved by a climate of mutual trust and confidence in teachers and schools.

A. Student Benefit

Strong evidence indicated that parental involvement in education greatly increases student success in both achievement and social behavior (Ginsburg and Bronstan, 1993; Philipsen, 1996). As Grolinick and Ryan (1989) stated, "The search for excellence in education should proceed beyond the classroom to the most pervasive socializing influence on children's school – related functioning and their parents." (p.2). According to Monagle (1993), parents are the first educators of children, and the home is the child's first school. A teacher's pedagogical expertise paired with parents' knowledge of their child enhances academic development. Teachers who keep this perspective will build

supportive links between home and school. To be equitable partners, both parents and teachers must share their insights, values and conceptions about their respective processes that benefit children (Wanat, 1997). A study performed by Edward and Young (1992) concludes that the benefits of parental involvement are beyond dispute. Three decades of extensive research have shown that the children whose parents are involved in the educational process experience greater academic success than do children of uninvolved parents. "The American Federation of Teachers,' Lessons for life campaign" complimented other initiatives that aim at promoting high standards of achievement and conducts in schools. Examples of such initiatives included in the" National African-American Parent Involvement Day".

Epstein (1986) in her study of what principals should know about parent involvement expressed that grade level is the most important influence on teachers' uses of parental involvement in learning activities at home, and on parents' feelings of confidence about helping their children. Teachers of first-grade students make more frequent use of parent involvement than do teachers of third or fifth grade students – a trend that worsened in the middle and high school grades. She notes that parental involvement is least used in the fifth grade than in lower grades. A sample of fifth grade students whose teachers used frequent parent involvement practices, reported that they had more positive attitudes towards school, observed more similarity and familiarity between the school and their family – and that they did more homework on weekends. Henderson and Berla (1994) documented the following as benefits to students in all grade levels when parents and families were involved: -

• Higher grades and test scores

- Better attendance and more homework completed
- Fewer placements in special education
- More positive attitudes and behaviors
- Higher graduation rates
- Greater enrollment in post-secondary education

A review of school – family partnerships indicates that benefits are apparent not only for younger children but all students through high school. Henderson and Berla (1994), Ballen Moles (1994) and Epstein (1995) all indicated that – although parental involvement typically is strongest at the primary level, continued involvement throng the middle grades and at the secondary level are important in encouraging and guiding children's development and achievement.

A case study on "conceptualized parental involvement from parents' perspectives" by Wanat (1997) highlighted the fact that whereas parents expressed diverse ideas about the general meaning and specific activities that comprised meaningful parental involvement, they agreed whole-heartedly and emphatically that parental involvement had many benefits. She stated that the majority of parents' responses about ways in which their children benefited from their involvement dealt with building children's self-esteem. She continued to say that parents reported that their children enjoyed the attention and felt pride in their parents' involvement. One mother distinctly talked about the benefits to children's self-esteem when their parents are involved-"it lets them know that you care about education, that how they do in school is important to you. It gives them a warm feeling when you're involved. They're proud that their mom is there. It also gives them a

positive feeling about themselves. If the mother isn't involved, the child feels that he is not as important as those others whose mothers are there" (Wanant, 1997, p.440).

In the above study, forty parents were presented with the question relating to increase in learning. Their responses indicated that parental involvement ensured completion of homework, assistance of their children in mastering basic skills, encouragement of good grades, and provision of more learning experiences to their children. Parents agreed that their involvement gave children the idea that schoolwork is important. Parental involvement obviously shapes kids' attitudes toward school. They also have a better attitude toward teachers and schools as a whole.

B. School Benefits

Encouraging appropriate parental involvement in educating children means that schools must become more parent-friendly by welcoming and valuing them as integral to the learning process (Hamilton and Osborne, 1994). Schools must also become more family-oriented, accounting for the current need of familial structures. In addition, schools must offer parents a variety of opportunities for school-wide and classroom participation (Fabros, 1999).

When schools create varied opportunities for parents to participate in education they encourage parents to contribute in benefiting the entire school, thereby broadening efforts, beyond the progress of an individual child. Parents eager to improve school quality may choose to participate in site management program reviews (Granica 1995) and groups designed to inform wise curricular evening PTA meetings or parent education evenings. Henderson and Berla (1994) summarized school benefits of parental involvement when they said: - "schools that work well with families have: -

- Improved teachers' morals
- Higher ratings of teachers by parents
- More support from families
- Higher students achievement
- Better reputations in the community

C. Parent Benefits

Although only some parents are active at school, more than 90% help their children with homework activities, at least once in a while. But, fewer then 25% receive frequent or systematic directions from teachers to assist children with specific skills (Epstein, 1986). Studies have shown that parents who were frequently involved by teacher in learning activities at home recognized that the teachers work hard to involve the parents. They also received most of their ideas from the teachers on how to help their children at home. Parents rated these teachers higher in teaching ability and interpersonal skills. Parents who are active are mostly included in the decision-making and activist roles "governance and advocacy groups" Epstein (1986).

If their child's work is unsatisfactory, observant parents benefit from the teacher's modeling of effective student assistance without disabling independent skills. Balancing norms and independent thinking promotes academic success. As Ginsberg and Bronstein (1993) stated, "Two important tasks parents face are teaching their children societal norms and values, while also thinking creativity; and sense of efficacy. The challenge for parents is to find the optimum balance integrating those two task" (p.1473). Many authoritarian parents could benefit from instruction in Baumrind's (1971) authoritative

parenting skills of communication, setting standards and encouraging independence. A need exists for increased parent education.

School programs centered on teaching parents how to assist their children academically would positively impact families. Joining with authoritative parents, schools could instruct less able or authoritarian parents in appropriate ways to assist children toward independent learning. Parents should be made aware of the detriments of authoritarian parenting and the benefits of authoritative guidance (Fabros, 1999). All parents want their children to succeed. Therefore, overzealous parents who allow themselves to become over-involved in their child's schoolwork do not have malicious intentions. According to Monagie (1993), parents should be encouraged to focus on their child's study methods, approach to work, use of time, developments of talents and skills. Also in teamwork there are cooperation, friendships, and use of personal initiatives. Monagle (1993), continues to express that the above skills serve academic growth much more than the perfect completion of any one particular assignment.

Schools can only direct parents toward change. It is the parents' choice to become educated in parenting styles and their implications for student achievement. As Aimkoff (1996) noted, "The child has parents as educators for a lifetime. The twelve years spent in school are the years that shape the child both academically and socially. Therefore, it is important that parents be involved in this entire process" (p.13)

Henderson and Berla (1994) summarized the benefit of parental involvement to parents as followers:- "Parents develop more confidence in the school. The teachers they work with, have higher opinions of them as parents and higher expectations of their children, too. As a result, parents develop more confidence, not only about helping their

children learn at home, but also about themselves as parents. Furthermore, when parents become involved in their children's education, they often enroll in continuing education to advance their own schooling" (p. 1).

Motivational Factors / Strategies for Increasing Parental Involvement

"Everyone in your school agrees that parental involvement is a good idea, but somehow, no matter the school event, the same parents seem to participate" (Johnson, 1996). "Various ideas for increasing parental involvement have been tried; teachers have telephoned and notices have been sent in several languages, but these efforts have brought only a few additional parents to the school" (p. 22). The discussion about the rate of parental involvement and few that is always present continues to exist between parents and teachers at different times. Such times include during formal school council meetings, informal meetings in the school hallways and parking lots. It also comes up during phone conversations about other school-related activity. These unsettling conversations and questions regarding parental involvement are very common. The situation is the same in every school including the intern site. People who are involved in schools and who like being in them have difficulty thinking like people who are not involved and do not come. "Therefore, imagine for a moment how involved we would be if we

- Were uncertain about food, shelter, heat or clothing for the foreseeable future
- had one or more babies or toddlers at home and no available child care
- Didn't speak English very well

- Did well in school and were very knowledgeable, (working with children in a
 very supportive, home learning activities), but had not been asked to share our
 strategies and so were not involved at school in any activities
- Weren't certain about what school curriculum is, what a reading program is or what is required of children at each grade level?
- Weren't sure about how to help our children with homework
- Had a work schedule that prevented our getting involved in the current parent involvement model at our children's school or didn't know what questions to ask a teacher at a school conference" (p. 22)

Johnson (1996) continues to explain that a parent in any one of the above circumstances might not want to come to school or become involved in home learning activities that reinforce school skills. However, the parents and teachers' engaged in the conversations noted earlier wanted to connect with uninvolved parents to strengthen home – school – community partnership in support of children's learning. The questions to be answered are: how can these parents and teachers reach out in ways that are welcoming, non-intimidating, consistent, and responsive to individual needs?

One of the most widely used outreach programs, utilized by teachers and parents is the development of parent or family centers as special places in schools that:

- Welcome parents and other family members even if they simply want to drop in and have a cup of coffee and get information
- Provide a wide variety of activities in family-school collaboration that supports children's academic and social success

- Offer flexible possibilities for "involvement" including home learning activities
 and other activities that don't require coming to school
- Provide family support activities such as home visits, training for classroom assistance and homework assistance, and information about resources in the community
- Provide both drop-in and long-term child-care
- are responsive to parents' concerns and interests as indicated in formal needs
 assessments and informal discussions
- acknowledge and include family members' diverse skills, talents, and knowledge in school activities
- provide a wide variety of *information* sessions about school curriculum, structure,
 grading, procedures, and expectations
- include adult education programs such as GED and English as Second Language
 (ESL) classes
- Include all family members and interested community participants in a wide variety of activities that support family life

Flexible linkage strategies are particularly important in contemporary schools, where so many disconnecting forces move families and schools apart.

A study conducted at Hazelwood Elementary School in Louisville, Kentucky proved that a variety of opportunities and a thoughtful, persistent outreach program regularly attracts a majority of the parents of Hazelwood Elementary School students to participate in school events throughout the year. In the above-mentioned school, the faculty launched a drive to recruit parent volunteers early with a letter soliciting

expression of interest. Parents sign up to serve as library assistants and others whatever activity the parents can spare time to perform is accepted warmly.

Studies of low-income families in Even Start program have shown parent training to be helpful in parental involvement. According to St. Pierre, Swartz, Gamse, Murray, Deck & Nickel (1995), children's performance is directly related to the amount of parent training provided. A study performed by the U.S. Department of education (1994) indicated that technology helps schools to reach out to families by making information more accessible at convenient times. Also homework hotlines help parents to find out about assignments and computers extend learning into homes.

It is important for schools to involve hard-to-reach families and offer support for their own education or information needs. In Sopris and West (1993), reading at home is an especially critical activity that all families can encourage. The most important activities for a child's eventual success are reading aloud to children. Encouraging and assisting families in home reading yields a substantial benefit in the improvement of students' performance

According to Jesse (1997) in his article of how to increase parental involvement, he stated that ample information existed about how to increase levels of parental involvement in schools. He said that successful parental involvement programs have been investigated systematically by a number of researchers. Such researchers include Jackson and Cooper (1992) who identified 10 factors that seemed central to successful, urban programs. Two of the 10 factors were cultural awareness and recognition of parents as people.

Cultural awareness and recognition of parents as people are important components to effective programs. Williams and Chavkin (1989) of the Southwest Educational Development Laboratory (SEDL) have identified seven elements as essential to effective parental involvement. This includes (1) written policies, (2) administrative support, (3) training, (4) partnership approach, (5) two-way communication, (6) networking, and (7) evaluation.

Federicks and Rasinski in their studies have identified fourteen ways to involve parents. They are to: - (1) flood them with information, (2) make it a school wide effort, (3) recognize students and parents, (4) involve students in recruiting parents, (5) conduct participatory projects that include the entire family, (6) recruit community members, (7) make the classrooms and the school a comfortable place, (8) use the telephone as an instrument of good news, (9) find out why parents are not involved, (10) have a variety of event scheduling plans (11) operate a parent hotline, (12) use community members to endorse the program, (13) videotape programs for parents, (14) and provide support services like babysitting.

The common-sense approach suggested for getting parents more involved also characterizes strategies identified by Berla, Henderson, and Kerewsky (1989) for getting middle class parents involved. These are: 1) developing a policy for parental involvement, 2) making sure that at least one person in the building knows every child well, 3) maintaining a friendly school office, 4) encouraging parent-to-parent communication, 5) hiring full time parent contact people/person, 6) having a parent room in the school building, 7) determining and meeting family needs for services, 8) to

provide translation services, when appropriate. Added to these are the additional "proven parental involvement strategies" suggested by Schurr. She said those schools:

- 1) Involves parents in mutual goal setting, contracting and evaluating,
- 2) Involve parents in assessment of school policies, practices and rituals,
- 3) Open a parent lounge, center or resource room,
- 4) Develop public information displays, public service messages and work seminars,
- 5) Develop a parent handbook of guidelines and tips,
- 6 hold a weekend or evening public information fair,
- 7) Have a parent and student exchange day,
- 8) Award extra academic credit for parent involvement,
- 9) Have an old fashioned family night at school,
- 10) Develop a school wide communication plan,
- 11) Keep parent/teacher dialogue journals for communication,
- 12) Engage in official parent proclamation efforts,
- 13) Assemble monthly home achievement packets,
- 14) Conduct home visits for a special bond,
- 15) Enact a school wide homework policy,
- 16) Have a meet and greet program for involvement.

Recognizing parent efforts, making parents feel welcome in the building, communicating effectively with parents, and conducting special events are useful strategies. Parents want to be equal partners in the education process. They like schools to provide activities for them to acknowledge the needs of working parents. Parents like it when parent-teacher conferences are arranged around work schedules, but they truly do

not care for the conferences themselves due to the formality and limited time typically allotted (Lindle 1989). Parents who perceive that they are receiving frequent and positive messages from teachers demonstrate a tendency to get more involved in their children's education than do parents who do not perceive that they are receiving such communication.

A strong element of effective parental involvement is communication between parents and teachers. For the most part, parents seem to prefer informal relationships with their children's teachers.

Thorp (1997), in his study of increasing opportunities for partnership, enumerated a four-part approach to professionals in order to increase partnership opportunities as well as to improve the quality of the partnerships. These are 1) professionals need to explore their own cultural experiences, values and attitudes. 2) Professionals need to learn as much as possible from families about their cultural experiences, values and attitudes. 3) Teachers need to carefully evaluate their own classroom settings and curriculum strategies through a cultural and linguistic lens. 4) Professionals need to examine all components of the service system for opportunities for family involvement.

Summary:

Schools are under increasing pressure due to decreasing resources, increasing needs of children, and the demands of the 21st century. They cannot do the big job of preparing our most precious resource for the future alone. It is important, therefore, to take advantage of the resource of those most interested in children, their parents, in new and innovative ways.

Families and school professionals agree that there is often a lack of participation of diverse families in school programs. Their interpretations of this circumstance, however, may vary. When teachers adopt a strategy that involves engaging in self-reflection learning from communities and adopting programs and curricular approaches, it is more likely that families will take the opportunities for partnership.

Parental involvement in education has long been a topic of interest among those concerned with optimal development and educational outcomes for pre-school and elementary school children. With increasing frequency, issues related to parental involvement have also been examined with reference to adolescent outcomes. Across a range of studies, there has emerged a strong conclusion that parental involvement in child and adolescent education generally benefits children's learning and school success (Chavkin et al, 1993).

Chapter 3 DESIGN OF THE STUDY

1.GENERAL DESCRIPTION

The design of this study is action research. The purpose of the action research was to investigate motivational ways of increasing parental involvement at Sharp School. The action research was chosen because the researcher was part of the research. The researcher intended to bring a change, thereby becoming part of the change and the change agent.

There were three groups of subjects used in this action research. These include:(1) 40 parents, (2) the parent team committee of 12 people, consisting of teachers,
support staff members, and parents, and (3) 14 representatives from business and church
organizations from the community. The parent group was selected during the coffee
session. Parent team committee was selected on a volunteer basis. The community
member representatives were selected due to the location of their area of work near the
Sharp School environment.

At the beginning, a general need assessment was developed by the parent team committee in collaboration with the school management team (Appendix-A). Five hundred ten questionnaires were sent home to parents, four hundred questionnaires were returned.

The second need assessment questionnaire was developed by the parent team committee (Appendix-A). The questions were distributed to only 24 parents who attended the coffee and doughnut session. The rationale behind the selection of these

parents is due to the past experiences of the administration. The experience was that those who show up for the coffee session activity was likely to be the potential and trusted parents to depend on for recruitment of non-participating/involving parents.

2.DEVELOPMENT AND DESIGN OF INSTRUMENT

The instruments used for this study were needs assessment questionnaires 1 & 2 and survey questions for parents (Appendix-A). Also, survey questions for the teachers were developed (Appendix-A). Semi-structured oral interviews were also used during meetings with stakeholders, and informal interaction of the researcher and four parents at the schoolyard. Observational data was collected through note taking and was used at each stage of the research. A parent logbook was created to keep track of how many parents visited to volunteer at any time during the school and after school programs. The decision for the development of the above logbook was due to the fact that the community coordinator had no adequate data showing parental involvement in the school. Furthermore, the rationale for the creation of the logbook was to collect adequate data of parental involvement to enable the committee to provide appropriate incentives to those parents who have volunteered or donated their time to the school. The business and church organizations in the community were invited through phone calls and personal interaction. The rationales for the phone call and oral invitations were to develop personal interaction through a two-way communication in an informal situation. This decision was finally reached in collaboration with the school administrators and the state auditor who felt that personally inviting the representatives and explaining why they were needed would carry more weight, and be more welcoming than written invitations.

Fourteen representatives were invited and they attended the meeting. Formally, a thank you note was sent to each group that attended, followed by phone calls (Appendix-B).

The needs assessment questions and survey questions to parents and teachers were designed to incorporate and comply with Joyce Epstein's six types of parental involvement (Appendix-C). Epstein's types of parental involvement are also in collaboration with the COMER School development model, which Sharp School had adopted.

Selection of the population for the study was derived during the discussion meeting between the parent team, the principal, and the PTO executives, the information obtained from the general parents needs assessment for the school reform, and the researcher, at the researcher's site (Appendix-A).

Oral interviews were conducted using semi-structured questions. The interview response was recorded through note taking. The responses for both oral interviews and needs assessment questions were analyzed to find the common theme and or needs. Due to time limitations of the research period, the researcher and the committee identified identical and non-identical responses. Then, they prioritized the responses for implementation.

Methods/Strategies for Data Collection

Survey questions were distributed to 14 teachers present during the staff meeting on December 18, 2000. Classroom teachers distributed the survey questions to the parents. The 14 teachers were given 25 questions each to send home with the students. The researcher intended to obtain 100% of the response from both the teacher and parent survey. Parent involvement question box developed by the committee was presented at

the hallway for teachers and parents to drop in their survey responses. Also, some personal contact was made by designated committee members to collect the survey question responses. The committee met after the response return deadline of January 26th for the survey questions to be counted and analyzed.

3. Sample and Sampling technique

The population used for this project included: parents/guardians of the students attending the intern's site, the parent-team committee/ PTO, Sharp's SPMT, teachers and the intern. These parents/guardians follow the same racial and social economic parameters as the students, that are of the 510 students at the intern's site, 78% are Hispanic, 20% are black, 1% are Caucasian, and another 1% are Asian. Also, the sample for this project includes the Sharp Elementary School's grandparents, police, fire departments, businesses and church organization representatives. Some of the above community representatives do not have their children going to school at Sharp School but have collaborative interest in the program.

Chapter 4:

Data and Data Analysis

Presentation of the Research findings:

This section answers two major questions, "What information was found?" and "what did it mean?"

The purpose of this study is to investigate and implement ways of motivating parents to become more involved in their child/children's education.

Data collection used for this study was needs assessment survey questions, oral interviews and observations. Also, there was documentation in the parent logbook (Appendix-D).

Three sets of needs assessment questions were developed in different stages of the action research. The first needs assessment was done in collaboration with the SMT members, to obtain parent input for the establishment of whole school reform, and for the intern to investigate areas of need for her study before the summer holiday (Appendix-D). One question out of nineteen needs assessment questions specifically asked the question of the willingness of parents to volunteer at the school. From the responses, there was an indication that 68% of the parents responded "yes" while 32% responded "no" (Appendix-A).

The question that was prompted with the revelation of the above data was that if 68% are willing to volunteer, why doesn't that 68% participate in various activities and

join the PTO? The above concern and question was also expressed by the school administrators and the PTO executives.

It was then that the intern, who is also a member of the SMT, decided to work on ways of motivating parents to get more involved in their child's education.

The second needs assessment question was developed at the beginning of the school year by the parent team to identify parents' needs, their willingness to serve as volunteers in various ways, and how the school can help them. The questions developed were geared toward obtaining the above information from the parents. During the coffee and doughnut session, 40 questionnaires were distributed. Of the 40, 24 were completed and were returned at the end of the session. Later during the week, when the intern was supervising students in the morning in the schoolyard, 11 parents who normally drop their children to school returned their responses to the intern. A total of 35 questionnaires were returned, out of the 40.

The questionnaires contained 8 question groups, to provide the answer and get input of:

- Parent willingness to get involved in their children's education
- What kind of involvement
- Time willing to donate/volunteer
- Problems, if any, that would hinder them from helping their child in reading and in homework
- Ways in which the school could be more helpful
- Convenient times and days of the week for them to participate in programs,
 workshops and training

The responses obtained were analyzed as followed:

TABLE 1:

Questions 1 & 5	Yes	No	No Response
1. Would you like to get involved in your child's education?	96%	4%	N/A
5. Do you have any problems helping you child in reading and homework activities?	10%	77%	13%

Looking at the percentage table above, the majority of the parents are willing to be more involved in their children's education. In responding to question number 5, the parents who stated that they have no problems in helping their children in academic work out numbered those who stated "yes". However, there was a problem with the non-respondent parents. Those 13% might feel uncomfortable indicating they have difficulty helping their children with schoolwork.

What this 90% of involvement means is that the studied parents are eager to get involved but need to be invited and be provided with resources needed

TABLE 2:

Questions 2 & 3	Responses in %
2. Would you like to get more involved	
in your child's education:	57%
a. At school	43%
b. At home	
3. In which activities would you like to	,
volunteer your time?	
a. classroom/ room mother	31%
b. trips	26%
c. lunch program/ playground	9%
d. Assemblies/ holidays	29%
e. Hall monitor	5%

The interpretation of Table 2, for question number 2 illustrated that 57% of the parent population involved in the study have the desire to participate in the school activities for the education of their children. Also, 43% of the parents responded with a desire to help their child at home. This indicates that activities should be developed and implemented to motivate the above parents to participate.

In question number 3, a variety of options were provided to obtain the parent interest of activity to be involved. The data shown above identified and verified that 31% of the parents would like to participate in school to help teachers in the classroom or act as room mothers. 26% indicated their interest of involvement in school/class trips and 9% expressed an interest in volunteering during the lunch program and/or playground supervision. Furthermore, there were 29% of the studied parents who affirmed their involvement during assemblies and/or holiday programs. Lastly, there were the 5% who stated that they would be involved in hall monitoring and/or hall duty.

The meaning derived on the above responses were that the 31% who would like to be room mothers or serve as classroom helpers should be provided with the opportunity to experience same. The opportunity to experience some trip involvement should be provided to the 20% respondent while assembly programs be developed and complemented to include the involvement of the identified parents.

Table 3:

Questions 6 & 7	Responses Analyzed in %
6. In which way could the school be	
more helpful toward your needs"	
a. educational workshops for parents	43%
b. A lunch-in for grandparents' day	3%
c. ESL classes	0%
d. Parents' resource center	51%
e. Other:	3%
7. Which time of the day or week is	
most suitable for you to participate in	
the program/training	
a. Morning	34%
b. Afternoon	12%
c. Evenings	17%
d. Saturdays	37%

Examining the percentage score tables for question 6, 43% of the parents expressed the need for educational workshop for the parents. A lunch-in for grandparents' day scored 3%. The intern speculates that this percentage might be the cause of one grandparent who was present during the coffee and doughnut session. There was no response to the need for ESL classes. Looking at the need of the parents' resource center choice option, it is interesting to note that 51% of the parents involved in this study supported the need for a parent resource center. This data represents that the 3% for the "other" are due to the parents who responded "N/A" for not applicable.

Responding to question 7, there was an indication that 34% of the parents expressed that the mornings would be most suitable for them to participate in the programs/training. 12% noted that a convenient time would be the afternoon. Another 17% responded that the evening suited them best, while still 37% of the involved parents decided that Saturdays work conveniently for them.

The findings here mean that the appropriate time to schedule any program to involve more parents would be mornings and Saturdays.

TABLE 4:

Questions 4 & 8	Parent response in %	Range of hours to volunteer
4. How many hours per	65%	10-20 hours per week
week are you willing to		_
volunteer?	35%	2-10 hours per week
Please tell us your concerns		
toward you child/children's	11%	
education		

On the table above for question 4, there was an indication that 65% of the parents were willing to volunteer the average amount of 10-20 hours a week. The rest of the 35% expressed their willingness to set aside 2-10 hours a week for involvement in school activities.

This means that the majority of the parents studied are more eager to sacrifice any available time for the school activities and their children's education.

The result for question 8 recorded the fact that 11% of the studied parents made comments as follows:

"My child being properly taught and educated, and any concerns regarding my child's weakness, please inform me so that the problem can be resolved."

Another parent stated that: - "My child, RJ is in special education with Ms. "Esp," and I would like to be involved in his education to make him feel positive about everything.

Then he can say, "I can do it Mom!" There was a parent who responded that her child was in third grade. She wrote, "No concerns at this time."

Reading through the question responses for number 8 question, A father stated,

"My two children are in Mrs. "AB's" class. I am pleased with how she works with my children and other students in her class. This is because she has opened doors for parents to visit and help in her class at any time. I have had several opportunities helping to read for my children and other students in her class. I think that all parents should volunteer some time for the students in the class. My children feel proud when my wife visit their classroom to help. I also feel happy helping other kids. I have learned a lot since my children moved into that class. I have confidence helping my children with their homework. This is because Mrs. AB works with you step by step, showing you how to help the children with the homework and other activities. I will be available during my off days to continue my involvement in the school and in my children's classroom."

What this means is that 65% of the parents who responded are willing to volunteer 10 hours or more a week for the involvement of education of their children.

With the result of the analyzed data, the committee met to plan and prioritize the following activities due to time limitations with the collaboration of SMT, PTO, and the school administrators. To create a welcoming atmosphere and environment, the committee designated some members to produce posters with Logos: - "Parents are welcomed", and "it takes a village to raise a child." These posters were used to decorate every part of the building with more emphasis on the front doors, creating a comfortable welcome to parents dropping their child off. Also, "helping hands" posters were posted at the front office and at every classroom door for each teacher.

The second activity was a session with the parents of the fifth grade students, on September 19th, 2000, (Appendix-C). The guidance counselor used this forum to explain

and educate the parents on the new standardized test the students would be taking in April. She asked for their help in making sure that the students were present everyday in school, monitoring homework, reducing TV viewing, and reading books and newspapers with them.

During the discussion between the intern and the principal, an idea was shared to plan the back-to-school night to include incentives/ rewards for parents who attended. The same idea was shared with the committee. Effort was made to search and obtain some free gifts for the parents. This assignment was given to the computer teacher who unfortunately was on the transition of transferring to another school district. She made great effort to obtain some sites for the incentives, but it happened that it was meant for an individual free offer by the parents. That plan failed.

As the school was going through reformation with the COMER program, the principal wanted to get rid of most of the older books. The intern suggested that the books might serve as a good incentive and resource element for parents. Then the principal stated that since he did not have his account ready to purchase for any items for the parents, that he could make the old books available for parents who attended the back-to-school night.

The back-to-school night was covered with speech and workshop by the principal, the vice-principal, the COMER school facilitator, and the intern. All spoke and explained different COMER components and elements. The vice-principal explained the ESPA test and scores (Appendix-C). About 65 parents attended the group conference in the auditorium

The 4th activity was meeting with the fire department, businesses and church organization representatives (Appendix E). On November 11th 2000, a discussion was held on the key issues of their getting involved with the school to share their ideas and have a voice in the school decision making. At this meeting, it was established that the University of Medicine and Dentistry of New Jersey-School of Osteopathic Medicine, a branch of Kennedy Memorial Hospital, would be presenting at career day for our 5th graders, the graduating students during the promotional exercise.

Starting from October 27th, the intern and the parent team provided coffee, tea and doughnuts in the parent resource center, which the intern and the committee planned, developed, and established. The schedule for the above motivation program (coffee and doughnuts) is every Friday morning from 8:30-9:15am (Appendix-C).

On November 21st, there was a Thanksgiving dinner for the 5th grade parents (Appendix-C). This program was planned and executed in collaboration with the intern's parent team/ PTO and the 5th grade teachers. Also, the community businesses and organization representatives, most of whom donated the turkey used for the dinner, were invited. This was the 6th motivational activity.

Also on November 27th, a parent-teacher conference night was held. Most teachers recorded 100% attendance of their parents (Appendix-D). Parents were given some books as incentives while teachers and students who had 100% parent attendance were rewarded with a pizza party

On November 30th, the intern and the Hispanic club/committee presented cultural awareness programs for students, parents, and community members (Appendix-C). This program was designed to sensitize parents, teachers, students, and other community

members to learn through cultural diversity. This was the 7th motivational and recruiting activity.

Another exciting and rewarding activity organized and coordinated by the intern, the parent team committee, and the school administrator was the breakfast served to the parents, one hour before the students' performance for the Christmas concert on December 19th (Appendix-C).

February 23rd and 27th were designed to present rich African and African-American heritage culture for the parents and entire school community (Appendix-C & D). Fashion show, dancing, and a Wax Museum were presented. To accommodate those parents who could not attend the day show on the 23rd, an evening show was preformed on the 27th.

The next step, taken by the committee and the intern, after the above motivational activities was to present the rest of the listed objectives and activities planned to be performed to the principal, the vice-principal, the PTO executives, and the COMER school facilitator (Appendix-C). On the approval of the previously mentioned personnel, the principal then presented the ideas to the School Planning and Management Team members. At the meeting with the SPMT members, the intern was directed to explain the activities. After the intern's explanation and answering of questions on the listed objectives and activities, it was also approved on that level. Since the school is involved in a zero-based budget, the principal advised the intern and the parent team committee to budget for the personnel needed, (bilingual school coordinator) materials, and equipment needed for the implementation of the objectives and activities. The bilingual school coordinator need was arrived at, because 78% of the parents and students are Spanish-

speaking. Therefore, to reach these parents, bilingual community school coordinator is needed to break the communication barrier. The intern and her committee met to budget the amount to be spent for the 2001-2002 school year. Meanwhile, for the year 2000-2001, some money, about \$3532, was allocated for the parent involvement programs through the Title I budget (Appendix-C). Some money was allocated to purchase a computer, TV/VCR, and tapes to equip the parent resource center which was established by the intern and her parent team committee. Money was also allocated for seven workshops for the parents. This allocation was for the presenter/consultant and refreshment for parents. Other activities budgeted through the Title I program, were winter parent team conference with the parents, parent breakfast/coffee klatch, end of the year parent conference, and plaques for the parents of the year. The parents of the year awards were given to those parents who donated their time to volunteer during school and after school for activities. Also, the parents whose child/children have had perfect attendance and returned their homework to the teacher were awarded. The criterion for this award was obtained from the parent signing book/log, student's attendance registrar, and classroom teacher's record for homework activities.

In order to serve the parent population, it is important to understand what is important to them. It is critical to view their need by obtaining their input through interviews, questions, phone calls, and personal interaction. The intern and the parent committee made every effort to collect data by providing a sign-in book for each activity performed. A logbook was also provided in the office to keep track of parent volunteers.

At the beginning, the intern wanted to investigate all the activities presented to parents in the previous year and obtain the record of parent attendance to compare how much impact and effectiveness the project would produce.

All effort to obtain the above information from the school community coordinator proved to be abortive. The school community coordinator made excuses. She expressed that, due to her consistent movement from lack of office space, she was not able to keep track of the location of those records. Then, the intern and the parent team met to agree that comparison at this time would not be feasible. Rather, we would have to establish our own record of events, activities, and parent attendance and volunteer records to compare with next year. In other words, this year, active parental involvement programs would be the baseline for next year's measure of impact and effectiveness.

Furthermore, the Christmas concert where breakfast was served to the parents before students' performances attracted many of the parents, grandparents, business representatives and community organizations to the event (Appendix-D).

As the activities were developed and implemented by the committee and continued to progress, the committee met to discuss the need to bring volunteer parents to help in the classrooms. After several deliberations on how and what they would do in the classrooms, it was agreed that 2 sets of questionnaires be developed and distributed to teachers and parents (Appendix-B). This action was executed as planned. The responses were returned as explained below.

16 questionnaires were distributed to the teachers who attended the staff meeting to obtain their input of classroom involvement. 7 responses were returned. In question 1, which asked, would you be interested in having classroom become a "hang out" for

parents to assist in several areas of need? 3 teachers responded "no," however one of the teachers responded no with this comment, "No, only because I work in a small room with other teachers. I believe parents can work in classrooms as tutors." A co-teacher in one of the second grade classroom did not respond yes or no, rather, he stated: - "Right now, Mrs. C, Miss X and I are working well together, but I am still getting phased in. It would probably be better for them not to have more new people to help until they adjust to me being there full time." The rest of the teachers did not respond or comment, on question number 1.

In question number 2, which asked if parents would like to get more involved in their child's education, there was an indication that 2 teachers responded yes with the choices of arts and crafts activities, arranging for parties and assisting during field trips. 1 teacher responded as above, however, she added, "yes, special activities not during instructional time." The rest of the teachers did not provide responses to this question.

Examining question number 3, which says, "when would it be feasible for you to welcome parent volunteers into your classroom?" one teacher responded with a special statement, "Only when asked." Another teacher stated, "I am not sure." The rest of the 5 teachers did not answer the question.

At the "comments" section of the questionnaire, various teachers provided the following statements. A fourth grade teacher responded, "Only activities which do not deal with academics. I also would not like them to come in whenever they want. This could cause many problems for myself and other teachers." Another teacher stated, "I would come up with some classroom activities that would involve the parents." One of the first grade teachers said, "We are in need of parents with arts and crafts projects ideas,

but parent readers are always welcomed also." A co-teacher in second grade said, "It would be good not to jeopardize the instructional assistants in grades Pre-K, K, and 1st." He went on to say, "P.S. We need more lunch aides." Today, they plan to have four classes in the gym during the second lunch." Another second grade teacher wrote, "need for parties and field trips." An ESL teacher was concerned when she wrote, "some of our parents don't speak English, volunteers as translators needed." The rest of the returned questionnaires had no comments written on them.

Counting the parents' survey questionnaire, it was found that 16 questionnaires out of 30 questionnaires were returned. Reviewing the four questions presented in the survey, 10 parents responded "NA" in all of the questions. However, some of their comments are as follows: - "I will help donate what I can." "I would love to help, but I can't. I just had a baby." "I work up to 4:30pm or 5:00pm." "Sorry, I work from 7:00am-3:00pm."

The rest of the six parents responded positively in all the four questions, some identifying specific times, days and their interest in volunteering. Some said, whatever you need me to do in question 3. In question 4, a parent said yes, with the following comment, "I am going to look for my arts and crafts magazines to see what to make, more likely, I'll show them how to make play-dough.

With the results of the above analysis, the committee decided to hold sending parents into the classroom, but to continue with other activities that are progressing. However, they supported the chairperson and the intern, who volunteered to use their special Education classrooms as the pilot for parental involvement. Meanwhile, the 2 teachers involved are utilizing the parents help in their classrooms.

Oral Interview

A semi-structured oral interview was conducted with one of the parents who volunteered her time to work with the teachers in a parent involvement pilot classroom.

Some of the questions of the interview included: (1) how do you feel helping your child in the classroom? (2) What is your child's attitude to seeing you in his classroom helping his teacher and other students? (3) From your experiences participating in your child's education, what will be your advice to other parents who don't offer the same opportunity to their children?

In question number 1, she responded that she felt happy to have first-hand information on how the teacher is teaching her child. She stated that it is an excellent experience to her and she had learnt a lot. "I now have more confidence in the teacher and her assistance. They have great talent working with those children." Responding to question 2 she said, "My child likes it when I come to the classroom. His behavior is improving and his self-esteem is also increasing. He feels proud of himself."

Answering question 3, she stated, "I will tell them to make time to visit and help in their children's classrooms/school. I don't usually have time to help my child at home. Helping my son in his classroom with other students could have made up any of those times lost by engaging in other activities. Experience had shown me that it is important to make that sacrifice for our children." She went on to say during informal discussion, that she has no complaints for her son's teacher. Also, that she knows what she is doing. When asked, what is your son's teacher's reaction about your being in the classroom most of the time, she responded, "She likes it. I help her grade the papers, test/evaluate

the students and read to my son and other students. She is really pleased with my presence."

Summary:

With all the analyzed data and the oral interview information, it is evident that the parents were becoming comfortable with coming into the school building for participation, as opposed to the earlier relationship with the school staff. The studied parents were becoming more expressive and were willing to share their input for the benefit of their child's education.

Also, there were indications of trust building relationship between the parents who volunteered in the parents' involvement pilot classrooms and their teachers. This relationship exhibited strong partnership in education between the teachers and the parents. Furthermore, there was an expression of appreciation by the volunteer parents because of their experiences of hard work preformed by the teachers in the classroom.

Chapter 5: <u>Discussion and Interpretation of Finding</u>

The purpose of this study was to investigate ways to motivate parents to get more involved in their children's education. In this chapter, some questions relating to the areas of focus for the parental involvement will be answered. Such questions included: What method did Sharp School use to gain parent input into policies related to parental involvement.

- To what extent are parents actually involved in decisions on parent involvement strategies, school-wide plans and the funds reserved for parent involvement activities?
- Is Sharp School community supporting a strengthened school/parent partnership?
- What practices are most promising in strengthening the school/ parent partnership at home and at school?

This chapter will also describe and interpret the results analyzed in Chapter four. From this exercise, the conclusions were drawn with necessary recommendations. The discussions were organized into the following sub-headings:-

- a. Statement of the questions and the resulting responses
- b. Conclusion from the funding
- c. Educational Implications
- d. Recommendation for future research

A. Statement of the Question and the resulting responses

The questions are: (1) What method did Sharp School use to gain parental input into policies related to parental involvement. Sharp School is undergoing a whole school reform and has adapted the COMER School Model. In the COMER School Model, parental involvement is built into part of the element of the school development program. For a successful school development program, Sharp school must obtain parent input in order to initiate the program. To obtain their input, need assessment questionnaires were given to the parents. The data collected from the initial needs assessment survey prompted the researcher, the school administrator, and SMT members to embark on the investigation of the ways of motivating parents to participate more in the education of their children. The explanation and the analysis of the initial needs assessment survey and other subsequent assessment surveys were preformed in Chapter 4. In tables 1-4, various questions relating to involvement, strategies, and activities for motivations were presented. Analyzing the responses, in table 1 questions, there were indications that most parents studied were willing to get involved more.

(2) To what extent are the parents actually involved in decisions on parent involvement strategies, school-wide plans and funds reserved for parent involvement activities. In Chapter four, there were discussions of the invitations given to the community members to share in the school-wide decision making. As Sharp School has a school based management, parents have a quota to represent in making decisions and planning for the school. That quota represents 25% of the parent involvement. Parent/teacher organization and parent team committee also served as a bridge between SMT and PTO. The logbook record will also show to what extent parents are actually

involved (Appedix-D). The funds reserved for parental involvement activities where parents help to raise funds through the sale of various items as authorized in the school. Through the whole school reform process, the parent team was mandated to plan and budget the money needed for planned activities. Through the Title I fund, parents were allocated some money for parental involvement activities (Appendix-C).

(3) Was Sharp School's community supporting a strengthened school/ parent partnership? This question can be answered from the various activities performed in Chapter 4 for the parents' recruitment and motivation. Also, as a result of those responses from the parents and other stakeholders, the parent team was supported by the Sharp School Management team to budget for the hiring of a bilingual school community coordinator to help in breaking the communication barrier between Sharp staff and parents (Appendix-C). This is because, the school consists of mostly 78% Hispanic community. In order to reach out to bring and educate parents on parental involvement, in the successful education of their children, a bilingual school community is needed. This will help parents to open up and express their views comfortably.

Conclusion from Findings:

From the findings made and the interpretation of results, the researcher concludes that:

- Majority of the parents studied were willing to participate in the education of their children both in school and at home with homework and other related activities

- The intern achieved her objectives in the development and enhancement of her skills in communication, interpersonal relationships, partnerships, empowerment, and cooperative teamwork.
- The intended organizational change was obtained. This was because, parents can comfortably come into the building, sign in the logbook and request to see their children's teacher or participate in various activities as presented in this school.
- Sharp School staff have expressed a regard to their relationship with the families as a partnership in which home and school share responsibility for children's learning
- Children were presented with more opportunities for meaningful engaged learning through cultural awareness activities and Christmas concerts where parents participated on both the development, establishment and implementation
- Students were able to see the connection of the curriculum in the school and the skills that are required in the real world through open and two way communication between the parents and the teachers and school administrators
- Sharp School had utilized the result of the findings from this project to provide the teachers the opportunity for professional development training on collaborating with parents and families, learning about family dynamics and nontraditional family structures. The training was geared towards improving

- two-way communication between school and home, reducing barriers to family involvement and understanding diverse cultures.
- Family involvement of Sharp School had increased to extend to the community members such as the church, bank, business and health care representatives to participate in decision making and procedures
- Through the formation of parent team committee for this project the "T" in PTO, which stood for teachers, and usually didn't have teacher participation, was well represented in this committee that serves as a bridge between the SMT and the PTO. With this committee, the members became instruments of getting parents and teachers together to educate kids who could get lost when the adults' start, "shouting at each other". This is opposed to the idea of the group concentrating on how to "deal" with the non-compromising attitudes of parents.
- The increase of parental involvement of Sharp School has made every member of the school community aware of the importance that "everyone's on the same side, or should be that of the child."
- To break communication barriers, due to non-English speaking parents, Sharp School needed to hire bilingual school community coordinator.

Educational Implication:

This research will help to enlighten other neighboring schools to develop and implement motivational activities for parental involvement.

It will highlight the importance of the school district to adequately provide training to both parents and teachers on how to work collaboratively as partnership in education for the higher achievement of the students.

It will identify the most promising practices applied in strengthening the school/parent partnership at home and in school.

This study will exhibit the extent that the parents are actually involved in decisions on parent involvement strategies, school-wide plans and funds reserved for parental involvement activities.

Recommendation:

Follow up research is suggested to investigate:

- The attitude of teachers toward parental involvement in classrooms
- Parents' perception of parental involvement in middle schools

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Appendix A

Research Instruments

H.C. Sharp Elementary School

32nd & Hayes Avenue Camden New Jersey 08105 Tel 856: 356-8388

Joséan Faice Principal

Dr. Audrey Miller, Vice Principa.

SHARP SCHOOL PARENT SURVEY

- 1. Does Sharp School provide a safe environment for your child? Yes No
- 2. Do you feel parents are greeted in a friendly, courteous manner when they
- 3. Are parents who speak little or no English given opportunities to understand school policy and participate in school activities? Yes .No
- 4. Do you feel that Sharp School provides a positive learning environment for your child? Yes No
- 5. Do you feel your child's individual needs are being met at Sharp School? Yes
- 6. Do you feel comfortable talking with the teacher? Yes No
- 7. Would you like Sharp to have an orientation program for parents who are enrolling their child for the first time? Yes No
- . 8. Are you satisfied with your child's progress at Sharp? Yes No
 - 9. Are you satisfied with the academic program at Sharp? Yes No
- 10. Do you find the discipline procedures are effective at Sharp? Yes No
- 11. Does Sharp provide clear written materials to parents about school matters, and keep in regular contact with parents? Yes No
- 12. Would you be willing to volunteer at the school? Yes No
- 13. Do you feel students should wear uniforms daily at Sharp School? Yes No
- 14. Are you aware that the Board of Education mandates homework be given 4 nights a week? Yes No
- 15. Would you like sharp School to provide an afterschool homework program? Yes N
- 16. Would you like more than one day for parent/teacher conferences? Yes No
- 17. Are you aware you can make an appointment to speak with a teacher or administrator? Yes No
- 18, Would you like to have access to the library or media center? Yes No
- 19. Would you be interested in parent workshops to assist your child with homework?

Parent Survey Summary

The following is a summary of responses to our survey given to the parents and guardians of our students at H.C. Sharp School. Numbers indicate % of total responses

Question #	Yes	No
1	88%	12%
2 3	91%	09%
	89%	11%
4	93%	07%
5	83%	17%
6	91%	09%
7	88%	12%
8	88%	12%
9	86%	14%
10	82%	18%
11	88%	12%
12	68%	32%
13	74%	26%
14	90%	10%
15	89%	11%
16	78%	22%
17	87%	13%
18	82%	18%
19	78%	22%

NEED ASSESMENT QUESTIONS FOR PARENTS

1. Would you like to get more involved in your child's/children's education? Please circle one of the following: Yes No
2. If you answered yes to question #1, would you like to get more involved in your child's education: A. at school B. at home (please circle A or B).
 3. If you circled A in question #2, in which activities would you like to volunteer your time (please circle one): A. classroom/room mother B. trips C. lunch program/playground D. Assemblies/Holidays E. Hall monitor
4. How many hours per week are you willing to volunteer?hrs.
 If you circled B in question #2, do you have any problems helping your child/ children in reading and homework activities? Please circle one of the following: Yes No
6. If you circled yes in question #5, in which way could the school be more helpful towards your needs (please circle one): A. Educational workshops for parents B. A lunch-in for Grandparent's day C. ESL classes D. Parents' resource center E. Other:
7. Which time of the day or week is most suitable for you to participate in the programs/ training? Please circle one of the following: A. Morning B. Afternoon C. Evening D. Saturday
8. Please tell us your concern(s) towards your child's/children's education.

H.C. SHARP ELEMENATRY SCHOOL

1.	Les gustaria envolverse	e mas en la educacion de sus nir	nos?
	Favor de hacer un circu S		NO
2.	Si contesto si a la pregi ninos: (Favor fr circula	unta #1, les gustaria envolverse r A o B)	mas en la educacion de sus
	A. en la escuela B. en su casa		
3.	Si circulo la A en la preç	gunta #2, en que actividades le ç	gustaria servir de voluntario
	A. salon/madre en el sa B. viajes C. programa de almue D. asambleas festivos E. Vigilancia en los pa	rzo/recreo s/dias	
4.	Cuantas horas por ser	nana esta dispuesto/a a ser vol	untario/a? hrs.
5.	nino/ninos leyendo o h siguientes:	egunta #2, tiene usted algun prot aciendo las asignaciones? Favor	blema ayudando a su r de circular una de las NO
6.	_	unta #5, de que manera la escue	ela puede ayudarlo con sus
	B. Almuerzo-en la C. Clases de ESL	nal para padres a escuela para de Dia de los Abi a. (Ingles como segundo lengua arsos para padres	uelos je)
7.	Que hora del dia es m programas/entrenami	nas conveniente para usted parti ento?	cipar en
	A. por la mananas B. por la tarde C. anochecer D. sabado		
8.	Favor de decirnos sus	s preocupaciones con respecto a	a la educacion de sus ninos.

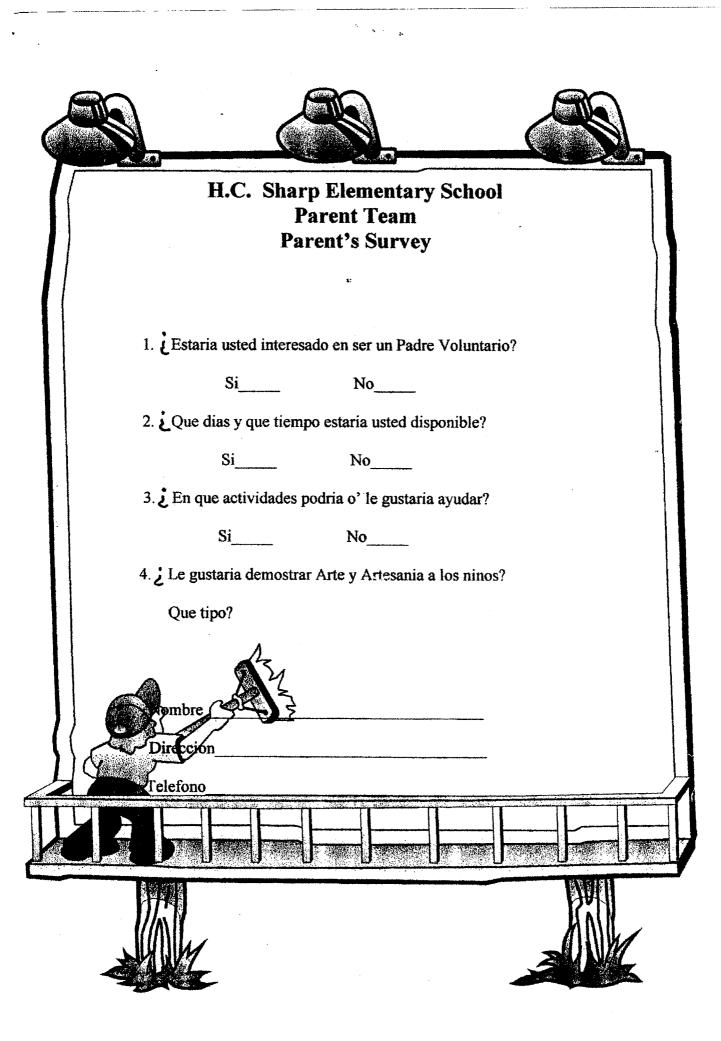


- 1. Are you interested in being a Parent Volunteer?
- 2. What days and times are you available?
- 3. What activities would you like to assist with?
- 4. Would you like to demonstrate Arts & Crafts to the Children?
 What type?

Name

Address____

Phone



H.C. SHARP PARENT TEAM COMMITTEE 2000 TEACHER SURVEY

ube interested in having your classroom become a hang out for Parents?	
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classroom	
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We will be suliciting parents to volunteer to be room mothers,

teacher helpers, and just provide overall assistance to teachers

within the classroom setting.

If you could have a parent to assist you with activities with the classroom, what activities would you like help with?

Some suggestions: Arts and crafts, arranging parties and other field activities, doing activities at our parties, games, and having other parents participate during special activities in the classroom.

When would it be feasible for you to welcome parent volunteer into the c lass?

GRADE	
NAME	COMMENTS:

***VOLUNTEERS NEEDED TO PILOT OUR PARENT CLASS VISITATION PROGRAM!**

Appendix B

Correspondence

H.C. Sharp Elementary School

32nd & Hayes Avenue Camden, New Jersey 08105 Tel. (856) 966-8988

Joseph Falco, Principal

Albert Campbell, Vice Principal

October 12, 2000

Captain Raynaldo Santiago Camden City Fire Department 4 N. 3rd Street Camden, New Jersey 08102

Captain Santiago,

We really cherish your input and attendance at our SMT meetings. Your attendance will benefit the children's achievement and development. The Sharp School family would like to give you our deepest appreciation for becoming part of our school management team.

Yours truly,

Joseph Falco, Principal

Albert Campbell,

Vice Principal

Captain Raynaldo Santiago Camden City Fire Department

H.C. Sharp Elementary School

32nd & Hayes Avenue Camden, New Jersey 08105 Tel. (856) 966-8988

Joseph Falco, Principal

Albert Campbell, Vice Principal

October 12, 2000

Reverand G. Kent Walmsley Hope Memorial Baptist Church 952 N. 34th Street Camden, New Jersey 08105

H.C. Sharp Elementary School

32nd & Hayes Avenue Camden, New Jersey 08105 Tel. (856) 966-8988

Joseph Falco, Principal

Albert Campbell, Vice Principal

October 12, 2000

Marie S. Bollers
Implementation Coordinator
Yale University/SDP Comer
26 Mercator Lane
Willingboro, NJ 08041

Ms. Bollers,

We really charish ---

Marie Cunningham Calvary Bible Tabernacle 47 N. 23rd Street Camden, New Jersey 08105

H.C. Sharp Elementary School

32nd & Hayes Avenue Camden, New Jersey 08105 Tel. (856) 966-8988

Joseph Falco, Principal

Albert Campbell, Vice Prin

October 12, 2000

H.C. Sharp Elementary School

32nd & Hayes Avenue Camden, New Jersey 08105 Tel. (856) 966-8988

Joseph Falco, Principal

Albert Campbell, Vice Principal

October 12, 2000

Claudia A. Switala HMDNJ-SOM Department of Family Medicine 40 E. Laurel Rd. Stratford, NJ 08084

Ms. Switala,

We really cherish your input and attendance at our CAPT

Marvin Herring, MD HMDNJ-SOM Department of Family Medicine 40 E. Laurel Rd. Stratford, NJ 08084

H.C. Sharp Elementary School

32nd & Hayes Avenue Camden, New Jersey 08105 Tel. (856) 966-8988

Joseph Falco, Principal

Albert Campbell, Vice Principal

October 12, 2000

David Garrison Cartun Hardware/City Chamber of Commerce 3514 Federal Street Camden, New Jersey 08105

Mr. Garrison,

We really cherish your input and attendance at our SMT meetings. Your attendance will benefit the children's achievement and development. The Sharp School family would like to give you our deepest appreciation for becoming part of our school management team.

Yours truly,

Joseph Falco, Principal

Albert Campbell,

Vice Principal

HC Sharp School 32nd & Hayes Ave. Camden NJ 08105

Joseph Falco Principal Albert Campbell Vice-Principal

March 26, 2001

Dear Parents,

We're kicking off a new after-hours program called **Family Reading Night**. It's an opportunity for you and your children to come to the school one night a week to read, together or alone, and to talk about books.

Perhaps, more importantly, it's a chance to have fun and invest some **quality time** in your children, and in their education here at HC Sharp School.

Family Reading Night is every Monday night from 6:30 p.m. to 8:30 p.m. in the school library starting May 7, 2001. You need not commit to every week, and you are welcome to come and go on your own time schedule. A teacher's aide and students will be on hand to help you find books and if you'd like, to take a computerized test with the Accelerated Reader Program.

I'd also like to thank Mr. Falco, Ms. Higs, and the parent team committee for their support, and PTO executives for sponsoring Family Reading Night by helping satisfy necessary expenses.

When you demonstrate that reading is an important activity in your life, it goes a long way to instilling a love of reading in your child. Please plan to drop in on Family Reading Night!

Bibiana Acholonu (intern)

P.S. Each child must be accompanied by an adult. Attendance by child with an adult qualifies him or her to earn a chance in our weekly drawing to receive a student of the week pencil. We'll also have coupons from Pathmark for adults. See you there!

H. C. Sharp Elementary School

To: Mr.Faico

From: Mrs. B. Acholonu/ Parent team Committee of

Subject: To provide a parent log book in the office

Date: November 16, 2000

For efficient and accurate accountability of parental involvement during various activities in our building, we request that you provide a book/binder to be placed in the office for every parent who volunteer for any activity or attend any conferences or open house can sign in and out. Also, there should be an indication of the time/hrs. spent during activities, conferences/workshops, etc.

This record will help us to keep track of any emergencies or incidents that might occur while parents are in the building or on trips with teachers.

Among other things, this log book will help us in selection of The Parent(s) Of The Year for The End Of The Year Parents Award.

Thanks for your attention and cooperation to this matter.

CAMDEN BOARD OF EDUCATION HEALTH SERVICES DEPARTMENT 201 N. Front Street Camden, New Jersey 08102 (856) 966-2108 FAX # 966-2105

Dr. Theodore B. Johnson Interim Superintendent

Mrs. Regina Broadbelt, M.Ed.,RN
Health Services Supervisor

Mrs. Marion Proffitt
Assistant Superintendent of Schools

Mrs. Rosolyn Williams, M.Ed.,RN
Educational Program Specialist
Health Services

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September 11, 2000

Dear Parent:

Enclosed is a permission form for you to sign if you want your child to receive Tylenol for a temperature over 101 degrees. The Tylenol will only be given once to your child in a school day.

You must send an adult to pick your child up from the nurse's office as soon as possible when notified that your child has a temperature over 101 degrees.

The school nurses will **not** giveTylenol for any other reasons with this permission slip except as stated above.

Sincerely,

Regina Broadbelt. Supervisor of Health Services

Dr. Michael Weingarten, Chief School Physician

medad Waingorten, DO.

CAMDEN BOARD OF EDUCATION HEALTH SERVICES DEPARTMENT 201 N. FRONT STREET CAMDEN, NEW JERSEY 08102 (856) 966-2108 FAX (856) 966-2105

Dr. Theodore B. Johnson Interim Superintendent of Schools

Mrs. Regina Broadbell, M.Ed., RN Health Services Supervisor Mrs. Marion Proffitt
Assistant Superintendent of Schools

Mrs. Rosolyn Williams, M.Ed., RN Educational Program Specialist Health Services

the first and the first of the second

11 de septiembre de 2000

Estimados Padres:

Adjunto le estamos enviando un permiso para su firma si usted quiere que su niño/a reciba Tylenol cuando tenga una temperatura sobre los 101 grados. El Tylenol se le dará solamente una vez a su niño/a durante el día escolar. Cuando se le notifique que su niño tiene una temperatura de más de 101 grados usted deberá enviar inmediatamente un adulto a recogerlo. El niño/a estará esperando en la oficina de la enfermera.

Las enfermera de las escuelas no le darán Tylenol a sus niños por ninguna otra razón, con este permiso, excepto por la especificada arriba.

Sinceramente, the map are upon the meaning terms of the last of the least of the least of the last of

Regina Broadbelt, Supervisora de Salud Dr. Michael Weingarten, Jefe Médico de las Escuelas

CAMDEN CITY PUBLIC SCHOOLS Camden, New Jersey 08102 Exhibit	FILE CODE: 5141.21
	TERING MEDICATION
ADMINISTRATION C	F TYLENOL (ACETAMINOPHEN)*
Standa	rd Medication Order
Parental Permission:	
School to administer Tylenol (acetaminople	chool nurse of, nen) to my child for a temperature elevation of 101 F. dose of the medication will reflect the child's age and
Only ONE dose	will be administered a day.
Does your child have any allergies	to medication. If so, please list the name of the
Usual mode of administration:	
Elixir (liquid) Chewable Tablet	
	Parent's signature Date:Address:
	Telephone:
	Name of Physician:Telephone:

*Tylenol (acetaminophen) should not be given to children with liver disease.

Date: October 26, 1998



H. C. Sharp Elementary School

928 N. 32nd Street Camden, NJ 08105 (856) 966 - 8988 Fax (856) 342 - 8103

Mr. Joseph Falco, Principal

Mr. Albert Campbell, Vice Principal

December 7, 2000

Dear Parents/Guardians,

The <u>Cheerleaders</u> will be having a Holiday Celebration with the <u>Safety Patrol</u> on Friday, Dec. 15, 2000 from 2:30 - 4 pm. We would appreciate any help you could give. There is a list of some items your child could bring. There are approximately 40 children. A permission slip for you to sign will be sent home next week.

THANK YOU
CHIPS
PRETZELS
PLATES
NAPKINS
CUPS
DIP
POPCORN
SODA
JUICE
CANDY TREAT
PLATES
YOUR IDEA

My child Celebration.	will bring	for the Holiday
·	•	
Parent's Sig	nature	Date

H.C. Sharp Elementary School Uniform Survey

Most of the parents who responded to the survey about school uniforms said that they were in favor of them and would like to begin in January. Some parents said that they would need time to work this into their budgets.

At this time, wearing uniforms is optional. If you would like your child to begin wearing the Sharp School uniform in January, that's fine. For those who need more time, allow yourself the time to do so. We are aiming at grades kindergarten, first, and second. In September, we will try to institute this in the upper grades.

The uniform for girls is a navy blue skirt or slacks, a white blouse and a red tie; for boys, it is navy blue trousers, white shirt, and red tie. It can be purchased at Forman Mills and other reasonable stores. In the cold weather, a navy blue sweater would be fine.

Sincerely,

Joseph Falco,

Principal

H. C. Sharp School 32^{nd} & Hayes Aves. Camden, NJ 08105

Joseph Falco Principal

Albert Campbell Vice-Principal

November 13, 2000

Dear Parents,

The PTO executive officers and several parents have expressed interest in uniforms for Sharp School. The uniform consists of a navy blue skirt, white blouse, and red tie for girls and navy blue trousers, white shirt, and red tie for boys. These are available at local stores at reasonable prices.

Please circle the yes/no responses and return this questionnaire to your child's teacher:

Yes - No Would you be in favor of Sharp School students wearing a school uniform as described above?
 Yes - No Would you like to see this begin in grades K - 2?
 Yes - No Would you like to see uniforms in grades 3 - 5 as well?
 Yes - No Do you think the uniform program should begin in January 2001?
 Yes - No Do you think the uniform program should begin in September 2001?
 Yes - No Do you disagree with the uniform concept in a public school?

My child/children is/are in grade/s

H. C. SHARP SCHOOL Parent/Teacher/Student Agreement

The Staff at Sharp School are committed to provide a positive educational environment and address students' needs which include the development of a positive attitude toward self and others, as well as the ability to think critically, in hope to get children prepared for the 21st century.

We pledge to work with parents, teachers, and students and community, united toward a better future. We ask that you promise to keep this pact by completing and signing the part of the agreement.

Parents:	I will do my best to:
make sure volunteer be support	least one parent/teacher conference. my child completes homework 4 nights a week. as a classroom helper. ive of school rules. ive of my child's teacher. my child attends school regularly.
Parent/Guardia	n's Signature
Students:	I will do my best to:
be on time do my home follow sch	ool every day. e, not late. ework and return it to school. nool and classroom rules. ne teacher and other students. to talk to my parents about what I did at school
Student's Sign	nature:
Teachers:	I will do my best to:
assign ho set a pos all peopl	caring positive atmosphere. mework 4 nights a week. itive example for a child by showing respect for e. account individual strengths in children. shool functions and PTA meetings.
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CAMDEN CITY PUBLIC SCHOOLS Research, Planning, & Information Systems 201 North Front St. Camden, NJ 08102

To: Principal, Sharp School

Fr: Dr. Fred Reiss, Director

Re: Excessive Absence

Date: November 16, 2000

I am please to report to you that the attendance computer system is reporting that the Sharp School had <u>no</u> children with excessive absence during the first marking period. This is an achievement of which you and the Sharp School should be proud.

Congratulation!!

хc

Dr. Johnson

Mr. Freeman

Dr. Farmer

Ms. Proffitt

H.C. SHARP ELEMENTARY SCHOOL 32nd & Hayes Ave. Camden, New Jersey 08105 Tel. (856) 966-8995

Joseph Falco Principal Albert Campbell Vice Principal

November 3, 2000

Dear Staff,

Unfortunately, we have a student Geraldo Diaz from 4th grade. His mother passed away on November 1, 2000. The family asked if we can have a cash collection towards the funeral expenses because there is no insurance. Your help will be greatly appreciated. If you would like to donate, please see Ms. Esposito. Thank you.

Sincerely,

Ms. Esposito Teacher

H. C. Sharp School 32nd & Hayes Aves. Camden, NJ 08105

Joseph Falco Principal

Albert Campbell Vice-Principal

January 4, 2001

Dear Parents,

The Sharp School family would like to wish you a happy and prosperous New Year.

The survey that was completed in the fall revealed that many parents were interested in having their children wear the school uniform. We are encouraging all those families who expressed interest to start sending their children to school in the school uniform, which is a blue skirt or slacks with a white blouse and red tie for the girls and blue slacks with a white shirt and red tie for the boys. A navy blue sweater is acceptable if so desired. Forman Mills sells these items at a reasonable price.

On January 4 or 5, warning notices will be coming home to let you know if there is a problem in any scholastic area. The end of the marking period is January 31, giving your child some time to make positive gains.

Important dates to remember:

January 12 - No School - Teacher in-service

January 15- No School Dr. Martin Luther Kings Jr.'s birthday

Please update your emergency numbers if they have changed with Mrs. Lyles, the school nurse at 966-8989.

In case of an early closing due to bad weather, please make arrangements with your children so that they know where to go if dismissed early. This information is available on KYW radio (1060) and the FOX network. Our school number is 614.

Sincerely.

Joseph Falco

mill Fale

Principal

H. C. Sharp Elementary 32nd & Hayes Ave Camden, NJ 08105 (856) 966-8988

Dear Parents and Guardians:

Every year, H. C. Sharp School's 5th graders are given a Thanksgiving dinner. This year it will take place on November 21, 2000. We, the PTO Executive Board members, are inviting you to be a part of it.

We are asking for volunteers to help decorate the lunchroom as well as prepare some of the Thanksgiving dishes we need. If you would like to donate or prepare a dish or help in the decorations, just let us know. You can contact Ms. Alpheaus or your child's fifth grade teacher if you have any questions about the dinner.

Just a reminder, this dinner is for the fifth grade classes only!

Below is a list of items being served. This dinner is being sponsored by the H.C.Sharp PTO.

As always, your presence and participation is welcomed and greatly appreciated.

5th Grade Thanksgiving Dinner MENU

8 Turkeys Turkey dressing Gravy Rolls Mashed Potatoes Rice

Sweet Potatoes

Corn String Beans Collard Greens Salads Macaroni (baked) Green Beans

<u>DESSERT</u> Pie (Pumpkin or apple) Cup cakes

Cake Jello <u>DRINKS</u> Punch Soda

Thank you in advance for your support.

Maritza Lopez-Pres. Terry Genery-Vice Pres. Doretta Carter-Treasurer Mary Rea- Secretary

Appendix C Parental Involvement Activities

H. C. SHARD ELEMENTARY SCHOOL SEDTEMBER & OCTOBER EYENTS

	ment times to the NACOSS CORVAN DEED REPORTS FOR THE STORY
SEPT. 20	SCHOOL MANAGEMENT TEAM MEETING: 3:30pm-5:30pm
SEPT. 22- OCT. 11	CANDY SALE: Mrs. Snyder-966-8995
OCT. II	ment was promised on the constant for the
SEPT. 25	BOARD OF EDUCATION MEETING: 7:00pm
SEPT. 26	OPEN HOUSE: 6:30pm-8:30pm
SEPT. 27	SCHOOL MANAGEMENT TEAM MEETING: 3:30pm-5:30pm
SEPT. 29	Last Day To Wear Short Pants Last Day To Wear Short Pants
OCT. 6	SCHOOL CLOSED: Teachers' In-Service
OCT. 9	SCHOOL CLOSED: Columbus-Pulaski Day Observance Remember that "In 1942, Columbus sailed the ocean blue and America was discovered."
OCT. 11	SAVINGS DAY: Mrs. McLaughlin 9:00am-11:00am
in the second of the second	SCHOOL MANAGEMENT TEAM MEETING: 3:30pm-5:30pm
OCT. 13	ATTENDANCE AWARDS DAY: Dismissal 2:25pm for students who were not absent during the month of September.
OCT, 18	BSIP MEETING: Mrs. Snyder 9:00am in the auditorium
OCT. 25	SAVINGS DAY: Mrs. McLaughlin 9:00am-11:00am
	SCHOOL MANAGEMENT TEAM MEETING: 3:30pm-5:30pm
OCT. 28	TIME: It is time to move the clock BACK one hour before you go to bed.
OCT. 30- 27-27	BOARD OF EDUCATION MEETING: 7:00pm
OCT. 31	HALLOWEEN PARADE: Parade will start at approximately 12:50pm. Children may bring costumes in a bag and change after lunch. Children who are to go home to change, MUST bring a note from parent. Come out and see our Ghosts & Goblins.

H. C. SHARP SCHOOL PTO invites you to be an active member in association for this year. For information, please contact Mrs. Lopez, PTO President. COST: \$2.50 per family.

Once again, welcome to another year at H.C. Sharp Elementary School.

PLEASE KEEP THIS POSTED FOR DAILY REFERENCE

H.C. SHARD ELEMENTARY SCHOOL EVENTOS DESEDTIEMBDE & OCTUBRE

20 DE SEPT. REUNION DE EL MANEJO ESCOLAR: 3:30pm-5:30pm STARRAMENTAL SERVICE OF STARRAMENT FOR THE STARRAMENT OF S

VENTA DE DULCES: Sra. Snyder 966-8995 22 DE SEPTg removed as our rest of the Particles.

11 DE OCT.

REUNION DE EL JUNTA DE EDUCACION: 7:00pm 25 DE SEPT. DUMBER OF ATTEMPT VEHICLE RESIDENCE OF A

26 DE SEPT. OPEN HOUSE: 6:30pm-8:30pm

REUNION DE EL MANEJO ESCOLAR: 3:30pm-5:30pm 27 DE SEPT. AND THE PROPERTY OF THE WARRANT OF THE CONTRACT OF THE PARTY OF THE PROPERTY OF THE PROPERTY OF THE PARTY OF

29 DE SEPT. Ultimo dia para los estudiantes de poner pantalones cortos. CARLES AND LEVEL OF THE CONTROL OF

ESCUELAS CERRADAS: Reunion De Maestros 6 DE OCT. Carper Market 6 BOX 15 BC

9 DE OCT. ESCUELAS CERRADAS: Dia de Columbus-Pulaski compressed to the identification of 1996 of Europe H.

11 DE OCT. DIA DE AHORRA: Sra. McLaughlin 9:00am-11:00am

REUNION DE EL MANEJO ESCOLAR: 3:30pm-5:30pm

DIA DE EL PREMIO POR ASISTENCIA: Salida 2:25pm para los estudiantes que no estuvieron 13 DE OCT.

(mg) - 140mg (4) - 122 KBC 1334 -

ausentes durante el mes de Septiembre. Contraction and the second of the second of

REUNION DEL BSIP: Sra. Snyder 9:00am en el auditorio. 18 DE OCT.

DIA DE AHORRA: Sra. McLaughlin 9:00am-11:00am 25 DE OCT.

REUNION DE EL MANEJO ESCOLAR: 3:30Ppm-5:30pm

CAMBIO DE HORA: Es hora de atrasar el reloj una hora. 28 DE OCT.

REUNION DE LA JUNTA DE EDUCACION: 7:00pm 30 DE OCT.

encentri dik regjest, komense tili ji silada u kala in kunin shakibi. Tili kirik fi

DIA DE LOS BRUJOS: Parada empiezara a las 12:50pm. Estudiantes pueden traer sus 31 DE OCT.

vestidos en una bolsa y se pueden cambiar despues de el almuerzo. Estudiantes que se van a

eyek ili kulang ulag lang di kalang lang kanalang di kalang

cambiar en la casa, DEBERAN de traer una nota de su padre.

法国国际政策 医多虫畸形 电电流电流 医二氏病

EL PTO DE LA ESCUELA H.C. SHARP le invitan para ser un miembro. Para mas informacion, favor de estar en contacto con la Sra. Lopez, Presidente del PTO. Cuesto: \$2.50 por familia. gradin ing separah di Pangkarah kebandan dan baharah

Otra vez, bienvenido a otro ano en la escuela H.C. Sharp.

FAVOR DE TENER ESTE CALENDARIO PARA REFERENCIA

H.C. Sharp Elementary School Parent Team Committee Needs Assessment

Revised 10-12-00

1. A Bilingual Community Coordinator

This will increase communication among the Spanish Speaking Community and the School Personnel. It will help with home visitations and recruiting parents to get involved in all school activities.

2. Professional Development Training For Teachers and Parents

The need is to develop an ongoing relationship between Teachers and Parents. To learn about family dynamics and nontraditional family structures. This will improve communication between the school and the home. Reducing barriers in family involvement and enhancing the understanding of diverse cultures.

3. Educational Workshops for Parents

Training and assistance programs to strengthen the school/family partnership by providing educational materials for school staff and parents. Assistance to parents can include training in:

- a. Understanding the importance of challenging academic standards and how to help children meet them.
- b. Monitoring their children's progress.
- c. Skills that help parents work with their children.
- d. Assistance preparing for the GED exam.
- e. Technology Training

4. Family Resource Center

To provide a place within the school where families can go and talk with each other. Where staff and other resource personnel can help families get various types of assistance.

**Short Term Goal - A trailer

**Long Term Goal - An addition to the school building

5. Computers for the Family Resource Center

Technology materials such as computers, typewriters, fax machines, calculators and other equipment, will provide resources for parent involvement. Homework hot lines and computers will give parents access to unlimited sources of educational references.

6. Motivational Incentives

To provide incentives for parents who donate their time to the school. It will also promote students attendance; parents will be awarded incentives if an increase in Perfect Attendance is observed. Rewards given quarterly.

7. Child Care Services For Parents to Attend Training Sessions and Workshops

To provide Child care services to parents who would otherwise not be able to participate in various training sessions and workshops.

TITLE I:

Parent Involvement Activity Budget	\$3,538
1) Parent Breakfast/ Coffee Klotch	\$200.00
2) Parent Workshop Refreshments	\$300.00
3) Winter Parent Conference	\$250.00
4) End of the year parent conference and plaques	\$500.00
5) Materials/ equipment for parent center	
(computer & TV/VCR)	\$ 1,788.00
Total:	\$3,538.00

Shelf space may be 1 1/2 -2 feet deep. enclosed by light panelling, Accessible PARENT TEAM OFFICE AREA refrigerator, bins. One computer and Hood; coffee pot, microwave oven, small In a double side doors with own locks. A 10x12 foot movable area of shelving accessories. Storage bins. Section of the sectio 学のでいた。 1600 Toops a pooling

dents, and teachers believe that partnerships are important for helping students succeed across the grades.

Good programs will look different in each site, as individual schools tailor their practices to meet the needs and interests, time and talents, ages and grade levels of students and their families. However, there are some commonalities across successful programs at all grade levels. These include a recognition of the overlapping spheres of influence on student development; attention to various types of involvement that promote a variety of opportunities for schools, families, and communities to work together; and an Action Team

for School, Family, and Community Partnerships to coordinate each school's work and progress.

Six Types of Involvement; Six Types of Caring

A framework of six major types of in-

Table 1.
Epstein's Framework of Six Types of Involvement and Sample Practices

				•	
Type 1 Parenting	Type 2 Communicating	Type 3 Volunteering	Type 4 Learning at Home	Type 5 Decision Making	Type 6 Collaborating with Community
Help all families estab- lish home environ- ments to support chil- dren as students.	Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.	Recruit and organize parent help and support.	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	Include parents in school decisions, developing parent leaders and representatives.	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Sample Practices	Sample Practices	Sample Practices	Sample Practices	Sample Practices	Sample Practices
Suggestions for home conditions that support learning at each grade level. Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level. Parent education and other courses or training for parents (e.g., GED, collège credit, family literacy). Family support programs to assist families with health, nutrition, and other services. Home visits at transition points to preschool, elementary, middle, and high school. Neighborhood meetings to help familes und to help schools understand families.	Conferences with every parent at least once a year, with follow-ups as needed. Language translators to assist families as needed. Weekly or monthly folders of student work sent home for review and comments. Parent/student pickup of report card, with conferences on improving grades. Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. Clear information on choosing schools or courses, programs, and activities within Shools. Clear information on all school policies, programs, reforms, and transitions.	School and classroom volunteer program to help teachers, administrators, students, and other parents. Parent room or family center for volunteer work, meetings, resources for families. Annual postcard survey to identify all available talents, times, and locations of volunteers. Class parent, telephone tree, or other structures to provide all families with needed information. Parent patrols or other activities to aid safety and operation of school programs.	Information for families on skills required for students in all subjects at each grade. Information on homework policies and how to monitor and discuss schoolwork at home. Information on how to assist students to improve skills on various class and school assessments. Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. Calendars with activities for parents and students at home. Family math, science, and reading activities at school. Summer learning packets or activities. Family participation in setting student goals each year and in planning for college or work.	Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation. Independent advocacy groups to lobby and work for school reform and improvements. District-level councils and committees for family and community involvement. Information on school or local elections for school representatives. Networks to link all families with parent representatives.	Information for students and families on community health, cultural, recreational, social support, and other programs or services. Information on community activities that link to learning skills and talents, including summer programs for students. Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses. Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors of silvents for seniors of alumni in school programs for students.

Table 2. Challenges and Redefinitions for the Six Types of Involvement

Type 1 Parenting	Type 2 Communicating	Type 3 Valunteering	Type 4 Learning at Home	Type 5 Decision Making	Type 6 Collaborating with Community
Challenges	Challenges	Challenges	Challenges	Challenges	Challenges
Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building. Enable families to share information with schools about culture, background, children's talents and needs. Make sure that all information for and from families is clear, usable, and linked to children's success in school.	Review the readability. clarity, form, and frequency of all memos, notices, and other print and nonprint communications. Consider parents who do not speak English well, do not read well, or need large type. Review the quality of major communications (newsletters, report cards, conference schedules, and so on). Establish clear two-way channels for communications from home to school and from school to home.	Recruit volunteers widely so that all families know that their time and talents are welcome. Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate. Organize volunteer work: provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.	Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives students responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork. Coordinate family-linked homework activities, if students have several teachers. Involve families and their children in all important curriculum-related decisions.	include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents. Include students (along with parents) in decision-making groups.	Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities. Inform families of community programs for students, such as mentoring, tutoring, business partnerships. Assure equity of opportunities for students and families to participate in community programs or to obtain services. Match community contributions with school goals; integrat child and family services with education.
"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms I that can be viewed.	Redefinitions "Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.	Redefinitions "Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time — not just during the school day and at the school building	"Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life. "Help" at home to	between conflicting ideas. Parent "leader" to	"Community" to mean not only the neighborhoods when students homes and schools are located but also any neighborhoods that influence their learning and development. "Community" rated
heard, or read any- where, any time, in varied forms.			mean encouraging. listening, teacting, praising, guiding, monitoring, and discussing—not "teaching" school subjects.	tive, with opportunities and support to hear from and communicate with other families.	not only by low or high social or economic qualities, but by strengths and talents to support st dents, families, and schools. "Community" mear all who are interest in and affected by t quality of education not just those with children in the scho

volvement has evolved from many studies and from many years of work by educators and families in elementary, middle, and high schools. The framework (summarized in the accompanying tables) helps educators develop more comprehen-

sive programs of school and family partnerships and also helps researchers locate their questions and results in ways that inform and improve practice.

Each type of involvement includes many different practices of partnership

(see Table 1). Each type presents particular challenges that must be met in order to involve all families and needed redefinitions of some basic principles of involvement (see Table 2). Finally, each type is likely to lead to different results

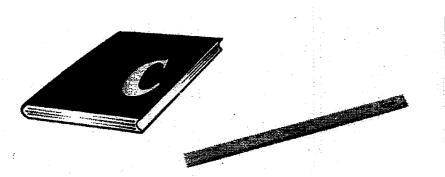
Table 3.			
Expected Results of the S	x Types of Involve	ment for Students,	Parents, and Teachers

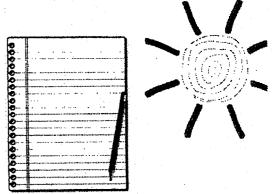
Type I Parenting	Type 2 Communicating	Type 3 Volunteering	Type 4 Learning at Home	Type 5 Decision Making	Type 6 Collaborating with
	•• .	!		-	Community
Results for Students	Results for Students	Results for Students	Results for Students	Results for Students	Results for Student
Awareness of family	Awareness of own	Skill in communicating	Gains in skills, abili-	Awareness of represen-	Increased skills and
supervision; respect	progress and of actions	with adults.	ties, and test scores	tation of families in	talents through en-
or parents.	needed to maintain or	1	linked to homework	school decisions.	riched curricular and
	improve grades.	Increased learning of	and classwork.		extracurricular ex-
Positive personal quali-		skills that receive tu-	<u> </u>	Understanding that stu-	periences.
ies, habits, beliefs, and	Understanding of	toring or targeted at-	Homework completion	dent rights are protect-	
calues, as taught by	school policies on be-	tention from volun-		ed.	Awareness of career
amily.	havior, attendance, and	teers.	Positive attitude to-		and of options for fi
	other areas of student		ward schoolwork.	Specific benefits linked	ture education and
Balance between time	conduct.	Awareness of many	·	to policies enacted by	work.
pent on chores, on		skills, talents, occupa-	View of parent as more	parent organizations	
other activities, and on	Informed decisions	tions, and contributions	similar to teacher and	and experienced by	Specific benefits
nomework.	about courses and pro-	of parents and other	of home as more simi-	students.	linked to programs.
	grams.	volunteers.	lar to school.		services, resources,
Good or improved at-					and opportunities th
endance.	Awareness of own role		Self-concept of ability		connect students wi
	in partnerships, serving		as learner.		community.
Awareness of impor-	as courier and commu-				
ance of school.	nicator.				}
San Bananta	Fa- Danast-	For Donat		T- D	<u> </u>
For Parents	For Parents	For Parents	For Parents	For Parents	For Parents
inderstanding of and	Understanding school	Understanding	Know how to support.	Input into policies that	Knowledge and use
onfidence about par-	programs and policies.	teacher's job, increased	encourage, and help	affect child's educa-	of local resources b
enting, child and ado-		comfort in school, and	student at home each	tion.	family and child to
escent development.	Monitoring and aware-	carry-over of school	year.		crease skills and tal
and changes in home	ness of child's	activities at home.	-	Feeling of ownership	ents or to obtain nee
onditions for learning	progress.		Discussions of school.	of school.	ed services.
s children proceed	. · · - ·	Self-confidence about	classwork, and home-		
hrough school.	Reponding effectively	ability to work in	work.	Awareness of parents	Interactions with
-	to students' problems.	school and with chil-		voices in school deci-	other families in
Awareness of own and		dren or to take steps to	Understanding of in-	sions.	community activitie
thers' challenges in	Interactions with	improve own educa-	structional program		1
arenting.	teachers and case of	tion.	each year and of what	Shared experiences	Awareness of school
-	communication with		child is learning in	and connections with	role in the communi
feeling of support	school and teachers.	Awareness that fami-	each subject.	other families.	and of community's
rom school and other		lies are welcome and	· · · · · · · · · · · · · · · · · · ·		contributions to the
arents.		valued at school.	Appreciation of teach-	Awareness of school.	school.
	•		ing skills.	district, and state poli-	
}		Gains in specific skills	***************************************	cies.	
į		of volunteer work.	Awareness of child as a		
:		VI TUIGING WOIT.	learner.		1
Tanahan	En Took	F. Tarakan	ETd	For Teachers	For Teachers
or Teachers	For Teachers	For Teachers	For Teachers	EAL LEACHERS	ror reachers
inderstanding fami-	Increased diversity and	Readiness to involve	Better design of home-	Awareness of parent	Awareness of comm
ies' buckgrounds, cul-	use of communications	families in new ways.	work assignments.	perspectives as a factor	nity resources to en-
ures, concerns, goals,	with families and	including those who do		in policy development	rich curriculum and
eeds, and views of	awareness of own abil-	not volunteer at school.	Respect of family time.	and decisions.	instruction.
heir children.	ity to communicate				
	clearly.	Awareness of parents'	Recognition of equal	View of equal status of	Openness to and ski
Respect for families		talents and interests in	helpfulness of single-	family representatives	in using mentors, bu
trengths and efforts.	Appreciation for and	school and children.	parent, dual-income.	on committees and in	ness partners, comm
	use of parent network		and less formally edu-	leadership roles.	nity volunteers, and
inderstanding of stu-	for communications.	Greater individual at-	cated families in moti-		others to assist stu-
lent diversity.	womenments	tention to students.	vating and reinforcing		dents and augment
min direibily.	Increased ability to	with help from volun-	student learning.		teaching practice.
Awareness of own	elicit and understand	teers.	organis mating.		I more received profit their
kills to share informa-	family views on chil-	ALUIN.	Satisfaction with fami-		Knowledgeable, hel
Kain io maic miorma- 🕴				•	
in the state of the state of the state of	Alexander and the second				
ion on child develop- nent.	dren's programs and progress.		ly involvement and support.		ful referrals of chil- dren and families to

Announcing H.C. Sharp School Open House!

Tuesday, September 26, 2000 6:30 PM to 8:00 PM

Come on out! Meet the Staff!
Meet the PTO! Learn about
Comer!
Discover the ways you can
become
involved in your child's
education
you'll be glad you did!





H.C. Sharp School

Tuesday, Dec. 19, 2000
Holiday Assembly 9:30a.m &1:20p.m.
Holiday Assembly 9:30a.m &1:20p.m.
All parents are invited to attend
Tuesday AM Breakfast 9 - 10 a.m.
Tuesday AM Breakfast 9 - 10 a.m.
(Dec. 19, 2000) All parents invited





November 1, 2000

Dear Parents/Guardians,

The Parental Involvement Committee is asking for your help! We are collecting soda cans, General Mills box tops, and Campbell Soup labels. We ask that the cans are <u>washed</u> inside and crushed before sending them to school. We hope to collect enough cans and labels to raise money for computers and other needed school supplies for the children.

Thank you,

The Parental Involvement Committee





Camden Police Department



Robert E. Allenbach Chief of Police



A Special Message to All City Residents

We are seeking your help and participation in our "Annual Fall Crime Prevention Night". The scheduled activities will be held on Sunday, Monday and Tuesday, October 29th, 30th and 31st. With your assistance and cooperation we anticipate a safe and crime free fall season.

Special Request of All Parents

We are asking the parents of all school age children to:

- Voluntarily enforce a 10:00pm curfew for all children in your household on Sunday, October 29th and Monday, October 30th.
- Limit the hours of "trick or treating" on Tuesday, October 31, to between 12:00pm to 5:00pm.

Special Request of All Residents

We are asking ALL RESIDENTS to participate in the following:

- Sunday evening, October 29th, Neighborhood Watch, Put on your front and rear porch lights from 5:00pm till daylight. Keep check on your block!!!
- Monday evening, October 30th, Neighborhood Walk Around, please come out with your friends and neighbors to one of the twenty-three (23) mustering site through out the city and walk your community with your local Community Policing Officer. Sign in at 6:30pm, walk around concludes at 10:00pm.
- Tuesday evening, October 31st, Neighborhood Watch, put on your front and rear porch lights from 5:00pm till daylight. Keep check on your block!!!

"THANK YOU FOR YOUR DEDICATION TO YOUR COMMUNITY"

H.C. Sharp Elementary School 32nd & Hayes Ave Camden, NJ 08105 (856) 966-8988

The following are the items that will be served at the Thanksgiving Dinner. If you are interested in preparing or donating any of these items, you can sign right next to it. Thank You

La siguiente lista es de las comidas que serán servidas en la cena de Acción de gracias. Si le gustaría preparar o donar algún articulo en la lista, puede firmar a un lado del articulo. Gracias.

Dish- Platillo	Name- Nombre	
Gracias.		
Si desea traer otra comida que	no esta en la lista, favor de apuntarla en este espacio.	
If you would like to bring some down along with your name. T	other dish that is not on the list, please feel free to wr	ite-it
Soda- 2 litter bottles please/ bote	llas de 2 litros porfavor	
Δ - 1 -		
Pie/ empanada		
Cake/ Pastel		
Pudding		
		·
Collard Greens		
String Beans		
Com/ Maiz		
Green salad/Ensalada		
Sweet Potatoes/ Batata	Horneada	
Rice/ Arroz		
Macaroni (baked)/ (hor	neado)	
Rolls/ Panecillos		
Mashed Potatoes/ Papa	Majada	
Gravy/ Salsa		
Turkey/Pavos (8)		

H.C. SHARP ELEMENTARY SCHOOL NOVEMBER EVENTS

NOTICE:

Parents must come to the office when entering the building. School

Emergency Closing #614.

Nov. 9, 10:

SCHOOL CLOSED: Teachers Convention

Nov. 11:

VETERANS DAY

Nov. 13-17:

HISPANIC HERITAGE WEEK & AMERICAN

EDUCATION WEEK.

Nov. 15:

END OF FIRST MARKING PERIOD

SCHOOL MANAGEMENT TEAM MEETING: 3:30pm-5:30pm

OPEN HOUSE-9:00am-11:00am & 1:00pm-2:00pm

All parents are welcome to visit the school.

Nov. 17:

ATTENDANCE AWARDS DAY: Dismissal 2:25pm, for all students

who was not absent for the month of October.

Nov. 18:

SCHOOL MANAGEMENT TEAM MEETING: 9:00em-12:00pm

Nov. 21:

THANKSGIVING DINNEFF Grade 5 Only-12:00mm

Nov. 22

SAVINGS DAY: Mrs. McLaughlin 9:00em-11:00em

HISPANIC ASSEMBLY PROGRAM 9:30am & 1:30

Nov. 23, 24:

SCHOOL CLOSED-Thanksgiving

Nov. 27:

ONE SESSION DAY: Dismissal 12:30pm Parent-Teacher Conference. Parents be sure to return your slip for a scheduled time. Conference will be held from 2:00pm-5:00pm. Report

Cards will be given to parents only:

BOARD OF EDUCATION MEETING: 7:00pm

Nov. 30:

HISPANIC ASSEMBLY PROGRAM: 9:30pm & 1:30pm

PLEASE KEEP THIS POSTED FOR DAILY REFERENCE

REVISED: NOVEMBER 8, 2000

H.C. SHARP ELEMENTARY SCHOOL EVENTOS DE NOVIEMBRE

AVISO: Padres deberan de venir a la oficina cuando entren al edificio. Emergencia de Cierre #614.

9,10 de Nov. ESCUELAS CERREDAS: Convencion de NJEA

11 de Nov. DIA DE LOS VETERANOS

13-17 De Nov. Semana de la Herencia Hispano y Semana de Educacion Americano.

15 de Nov. TERMINA EL PRIMER PERIODO ESCOLAR

REUNION DE EL MANEJO ESCOLAR: 3:30pm-5:30pm

PUERTAS ABIERTAS-9:00am-11:00am & 1:00pm-2:00pm

Todos los padres estan invitado a la escuela.

17 de Nov. DIA DE PREMIO POR ASISTENCIA: Salida 2:25pm para

los estudiantes que no estuvieron ausentes durante el

mes de octubre.

18 de Nov. REUNION DE EL MANEJO ESCOLAR: 3:30pm-5:30pm

21 de Nov. CENA DE ACCION DE GRACIAS PLASSE GRACO

Solamente-12:00pm

22 de Nov. DIA DE ANCOMINA Sea Moi auguin 4:00mm 41:00mm

ASSEMBLEA DE HISPANIDAD: 9:30am & 1:30pm

23,24 de Nov. ESCUELAS CERRADAS: Recreo Y Dia De Accion

De Gracies

27 de Nov. MEDIO DIA DE CLASES: Salida 12:30pm.

Conferencias de Padres-Maestros, horario de las

Conferencias son de las 200pm-5:00pm. Las tarjetas de

reportes seran dado a los padres solamente.

REUNION DE LA JUNTA DE EDUCACION: 7:00pm

30 de Nov. ASSEMBLEA DE HISPANIDAD: 9:30am & 1:30pm

The state of the s

REVISADO: EL 8 DE NOVIEMBRE DE 2000

H.C. SHARP ELEMENTARY SCHOOL SANDUNCE DECEMBER EVENTS

OR FUR

15 to 15

Parents must come to the office when entering the building: School Emergency Closing #614.

PARENTS COFFEE & TEA DAY -9:00 am - Gym-Mcs. Acholonu DEC. 1:

DEC. 4-6: SANTA SECRET WORKSHOP-Will be open for students to

do their Christmas shopping, gifts for family. & friends. करा ८०७ दरमण ठनेपतांदेश स्टब्स्ट्रेडिंग

AFTER SCHOOL PROGRAMS-Will start Dec. 5, 2000-May 25, 2001. Only on Tuesdays, Wednesdays, &

Thursdays from 3pm-5pm Grades 1-5 ्रिक केंद्रकेरियालक **१**६१मार्डेस्ट्रेंग वर्ग

SAVINGS DAY-9:00am-11:00am-Mrs. McLaughlin DEC. 6:

DEC. 8:

ATTENDANCE AWARDS DAY: Dismissal 2:25pm-for students who was not absent for the month of

November. 以降·超出发展信息上的1000年间的1000年,2004年的新疆域中

PARENTS COFFEE & TEA DAY-9:00 am Gym-Mrs. Acholonu

SERVICE CONTRACTOR

and the same of the same

SCHOOL MANAGEMENT TEAM-3:30pm-5:30pm DEC. 13:

DEC. 15: PARENTS COFFEE & TEA DAY-9:00 am-Gym

DEC. 18: BOARD OF EDUCATION MEETING-7:00pm

SANTA CLAUSE IS COMING TO SHARP SCHOOL! DEC. 19:

CHRISTMAS CONCERT-10:00am & 1:30pm

SAVINGS DAY-9:00am-11:00am-Mrs. McLaughlin DEC. 20:

DEC. 21: FIRST DAY OF WINTER 📆 was to deem jergen was dis et et een word

DEC. 22: ONE-SESSION DAY: Dismissal 12:30pm

Christmas Recess Begins

DEC. 24: HANUKKAH-Begins at sundown Happy Hanukkah to our

Jewish friends. It's their "Festival Of Lights" holiday.

KWANZAA-An African-American Family Observance in DEC. 26-31:

recognition of African Harvest Festivals.

NEW YEAR'S DAY-SCHOOL CLOSED JAN. 1:

JAW. 2:

May you have a very Merry Christmas, Kwanzaa, Hanukkah, Three King's Day and a Happy New Year from the faculty & staff of H.C. Sharp School



AV150:

Todos los padres deberan reportance a la oficina cuando entren al edificio. El numero de cierre de

E H

137

1,000 to

(A ₩ (1134)

emergencia es #614.

1 de dic:

CAFE Y TEA PARA LOS PADRES-9:00am-auditorio

Sra. Acholonu.

4-6 de dic:

EL TALLER SECRETO DE SANTA-Estara abierto para que los estudiantes hagan sus compras de Navidad para la

familia y amigos

PROGRAMAS-Depues de el horario escolar empieza el 5

de dic-25 de mayo 3:00pm-5:00pm. Solamente los

martes, miercoles, y Jueves. Grados 1-5

6 de dici

DIA DE AHORRA: 9:00am-11:00am-Sra. McLaughlin

8 de dic:

PREMIO POR ASSISTENCIA-Salida 2:25pm-Para

estudiantes que no estuvieron ausentes durante el mes

and 1920 (1985) 阿默 医电脑放射 计标识码设置

de noviembre.

CAFE Y TEA PARA LOS PADRES-9:00am-auditorio-

Sra. Acholonu.

13 de dic:

REUNION DE EL MANEJO ESCOLAR-3:30pm-5:30pm

15 de dic:

CAFE Y TEA PARA LOS PADRES-9:00am-auditorio-Sra.

Acholonu.

18 de dic:

REUNION DE LA JUNTA DE EDUCACION-7:00pm

19 de dic:

SANTA VISITARA LA ESCUELA SHARP!

CONCIERTO DE NAVIDAD-10:00am 4 1:30pm

20 de dic:

DIA DE AHORRA-9:00em-11:00em Sra. McLaughlin

21 de dic:

PRIMER DIA DE INVIERNO

22 de dic:

MEDIO-DIA-Selide 12:30pm

Empieza el recreo de Navidad

24 de dic:

HANUICKAH-Empieza al atradecer, Feliz Hanukkah para

Therefore the content of the content of the

nuestro amigos Judios. Es el "Festival de Luces."

26-31 de dic:

KWANZAA-Celebracion Afro-Americano. Festivales en

los que celebran la Cosecha Africano.

1 de enero:

ANO NUEVO-Escuelos Cerrodos

2 de enero

ESCUELAS ABIERTAS-8:30 am

Muchas felicidades en Navidad, Kwanzaa, Hanukkah, Dia De Los Reyes, Y Feliz Ano Nuevo de parte de la facultad y el personal de la ESCUELA ELEMENTAL H.C. SHARP.



_H. C. SHARP ELEMENTARY SCHOOL MARCH EVENTS 2001

NOTICE:

Parents must come to the office when entering the

building. School Emergency Closing #614.

Padres deberan de venir a la oficina cuando entren al

edificio. Numero de Cierre de Emergencia #614.

March 7:

SAVINGS DAY: 9:00am-11:00am-Mrs. McLaughlin

DIA DE AHORRAR: 9:00am-11:00am-Sra. McLaughlin

SCHOOL MANAGEMENT TEAM MEETING: 3:30pm-5:30pm EL REUNION DE EL MANEJO ESCOLAR-3:30pm-5:30pm

March 2-7:

PICTURE MONEY IS DUE

SE COLECTARA EL DINERO DE LOS RETRATOS

March 8:

PICTURE TAKING DAY-Wear your brightest smile.

Pictures must be paid in advance before the

photographer takes them.

EL FOTOGRAFO ESTARA SACANDO RETRATOS HOY-Use

su sonrisa mas brillante. Los retratos tienen que esta

pagos antes de que el fotografo los tome.

March 9:

ATTENDANCE AWARDS DAY-Dismissal 2:25pm

PREMO POR ASISTENCIA-Salida 2:25pm

March 17:

ST. PATRICK'S DAY

DIA DE SAN PATRICIO

March 20:

SPRING BEGINS

PRIMER DIA DE PRIMAVERA

March 21:

SAVINGS DAY: 9:00am-11:00am-Mrs. McLaughlin

DIA DE AHORRAR: 9:00am-11:00am-Sra. McLaughlin

March 26:

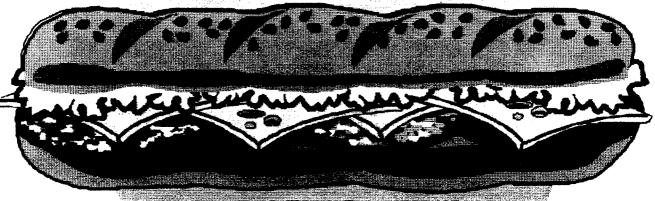
BOARD OF EDUCATION MEETING: 7:00pm

REUNION DE LA JUNTA DE EDUCACION: 7:00pm





H. C. Sharp School P. T. O. is sponsoring a



Sale Hara November 12000

No orders will be accepted after 10/17/00 Hoagies will be delivered on Wednesday, November 22, 2000

Turkey \$250 Hem \$250 Roast Beef \$250 Regular \$200 Tuna \$250 Cheese \$200 Salad \$500

Student's	Name_	
Teacher's	Name	

Orders

Amount\$

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ductionMrs. Size 2
ouncerMr. Eladio Bollo, Ellis
ional AnthemJonathan New Jacob
BoringueñaJessenic
Oscar De la Hoya (boxer)
Song 1st & 2nd GradesMrs. Serran
8. Life MuseumMrs. McLaughlin
9. Hispanic PersonalityRubén Cintron
Albert Rascon (soldier)
w. Parade of FlagsMrs. Sim
🤼 Song Cuando CuandoDaniel Baltodar 🥬
Hispanic PersonalityAmari Caraba
Sammy Sosa (Baseball Player)
Song Bil. KindergartenMrs. Sanc
Hispanic PersonalityDaniel Baltod
Franklin Chan Diaz
Song Mi TierraMrs. Ser
ConclusionMrs. San Jazz

The state of the s

Family Education Network

Where your shopping benefits your child's school.
"Schoolcash.com





August 15, 2000

search

- Advanced Search
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Actiones

Hews and Hot-Topics

School Help

Parenting Challenges

Special Heads

Fanily Finance

Softwere Downloads

Message Boards

Ythat Works

Expert Advice

my style online

is your school online?



I intoplease com

Search our encyclopedia, dictionary, aimanacs & biographies

ga

Improve Your Child's Test-Taking Skills: Reading and Writing I



Brought to you by Steck-Vaughn: A Harcourt Company

2) Read the Newspaper Together

Reading the newspaper together is great practice for big tests. It involves a lot of details and facts for your child to remember so go slow and try it only after you've had some success with the Watch TV Together activity. Naturally, this activity is beneficial for the test because your child must read and interpret, but it's also a good way to get your child interested in current events early out.

Step 1: Pick a section of the newspaper to use. You can choose a news article an editorial, the comics sports or a part of the entertainment section Start with a section that your child has an interest in and would enjoy reading about.

Step 2: When he's done reading, ask your child some basic, or literal, questions about the piece. "How many strikeouts did the pitcher have last night? How many stars did that movie get?"

These questions help sharpen your child's level.

MORE ACTIVITIES

For more reading and writing practice, pick up a copy of Steck Vaughn/Berrent's

Keys to
Excellence in
Reading
Comprehension

Keys to Integrated Language Arts

Click here for brain-boosting math activities.

of attentiveness and make him more aware of what he's reading.

Free Email Newsletters

Sign up for the Web's best newsletters for parents. More info

Weekend Fun. Newsletter

How do I know if my child is gilled?

() cinwicash.com

Support your favorite school while you shop online

Tools & Tips from Ove Content Partners

ClassicomDirecticom Craft-Comes

Family (Volume com Solertammen Camer Harcourt Reading

Smart products to help you raise smartkids once in a while, ask a few interpretive questions about what she's reading: "How do you think the batter felt, striking out with the bases loaded?" Make your child think a little bit about different situations and how they affect real people as well as movie and comic strip characters. This "higher level" of questioning is great practice for the problems that your child will encounter on the test.

Step 4: When she's finished reading an article or comic strip, have your child summarize the events and come up with a title for what she just read. Also, ask your child a question that requires some critical thinking: "How would you feel if you blew the game? How could Robot Man have handled that situation better?"

Step 5: Gradually include more higher-level questions and read longer newspaper articles together. Have your child start writing the responses. Finally, see if your child can read an article and answer some questions without your help.

Activities written by Howard I. Berrent, Ph.D. with Caren Churchbuilder of Steck— Vaughn/Berrent Publications

: previous

tot 3

E-mail This
Article
Print This
Article

Article Contents
Smart Activities
1) Watch TV
Together
Newspaper
Together

Related Topics

- Open a Book Open a Mind
- Harry Potter and the Gobiet of Fire
- What's Your Story?
- Birdwatching
- . Download problems? No problem!

Browse By Age

Choose an Age



Planning Checklist

Definiti	on
	Open access to library
	Flexible structure
	Challenges: Parent-student, family-family, principal-participants
	Testing on Accelerated Reader computers
Partici	
	Students
	Parents
Staffing	
	Aide
	Several "Students With Aptitude for Tutoring" (SWAT) (optional)
Budge	
	Cost of aide
	Cost for facility/utilities, if any
	Snacks (optional)
Sponse	orship
	Benefactor
	PTO
	Operating budget
Annou	ncement
	Letter to parents
	Flyers around school
	News release to media
Premie	ere Family Reading Night

101 - UR re Farendal Anobement Conitre having a CAN Shive. Bring Clean Cans and give them Thank you HENTION



Fiscal Year 2001

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION New Jersey Department of Education

Program Plan (FY 2000-2001)

Camden City

County: Camden

Project Code: IASA -____

OAL: Increase accountability of school staff, parents and the community for student success through greater participation, collaboration and shared decision-making.

2. Sign-in sheets, agendas, and 1. Copies of signed compacts. Sign-in sheet's, agendas, **EVALUATION METHOD** minutes. and the Parental Involvement Committees serve on advisory councils, SMT, PTO, Parents will have the opportunity to Parents will be encouraged to attend Parents will review their commitment to the school policy and school ACTIVITIES compact. e will be a 30% increase in the number of ats involved in meeting the educational s of the children through collaboration OBJECTIVES shared decision-making.

4. Sign-in sheets agendas, and minutes. Parents will be encouraged to attend parent conferences, open house and

evaluation sheets, and

a variety of workshops that teach them

how to help their children in the

areas of the core curriculum standards

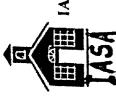
They will learn how to assist their children with homework and with the

development of good study habits.

hand-outs.

public hearings.

Use additional sheets, as needed



Fiscal Year 2001

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION New Jersey Department of Education

Program Plan (FY 2000-2001)

01
Project Code: IASA
•
Camden
County:
Camden City

EVALUATION METHOD 30AL: Increase accountability of school staff, parents and the community for student success through greater participation, collaboration and shared decision-making.

OBJECTIVES	ACTIVITIES	EVALUATION METHOD
	5. Community persons will be invited to speak in assemblies to demonstrate their skills and talents in the classroom, and to work closely with parents where needed.	5. Sign-in sheets, hand-outs, and flyers.
	6. A variety of communication approaches in the families dominant language will be utilized to convey valuable information between staff and parents, including, but not limited to:	6. Copies of mailing lists, newsletters and letters that were sent.
	School Newsletters Home Visits Letters	
	7. Utilization of the Parental Involvement 7. On-going communication with Committee which is in the process of establishing: a. Parent-Conference committee with written and committee with written and the committee with written and w	7. On-going communication with the Parent Involvement committee with written and/ or oral reports and the
	b. A childcare service for parents who are attending a workshop or conference.	appropriate sign-in sneets, hand-outs, agendas, or flyers.
		Use additional sheets, as needed



Fiscal Year 2001

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION New Jersey Department of Education

Program Plan (FY 2000-2001)

City	
en	
Camd	

County:

Camden

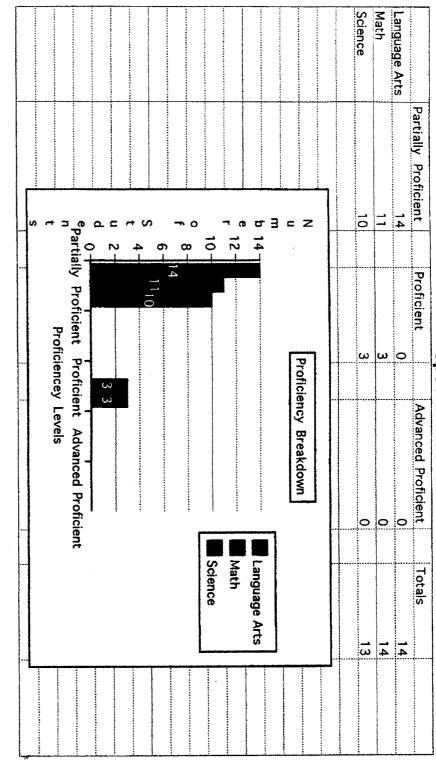
Project Code: IASA -____

OAL: Increase accountability of school staff, parents and the community for student success through greater participation,

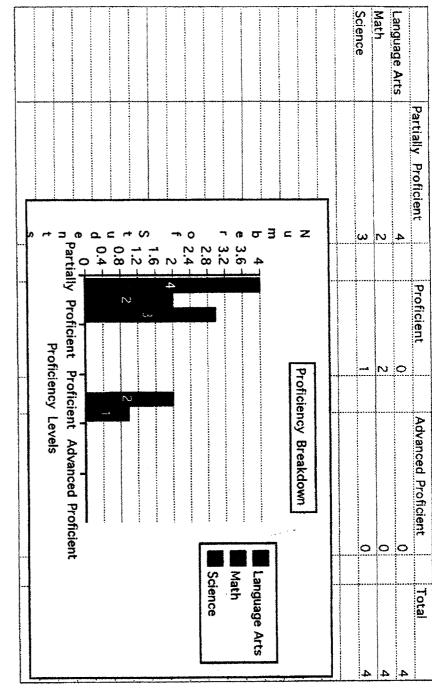
	EVALUATION METHOD			
	ACTIVITIES	c. a recruitment of parents to work as volunteers and perform such duties as hall monitors, lunch monitors, library aides, tutors, chaperones on field trips etc.		
collaboration and shared decision-making.	OBJECTIVES			

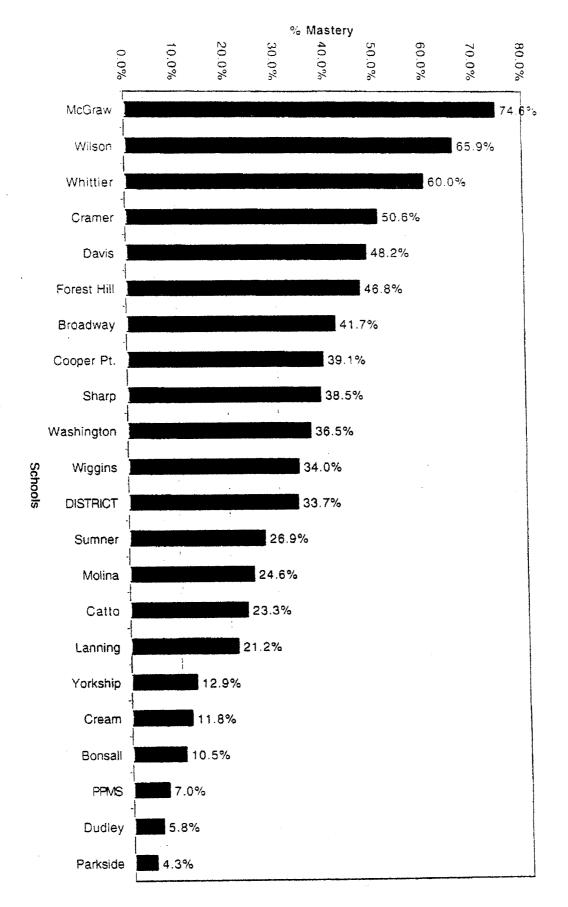
Use additional sheets, as needed

May 2000 ESPA Proficiency Assessment Special Education Students

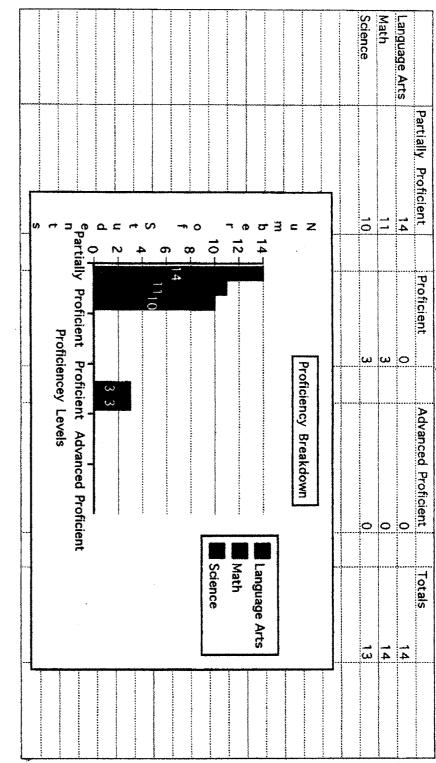


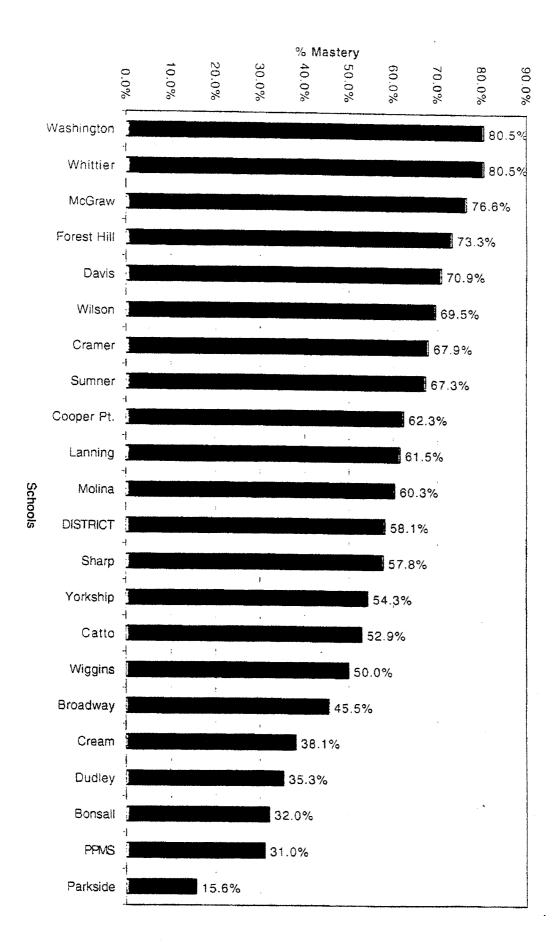
May 2000 ESPA Proficiency Assessment Limited English Proficient Students

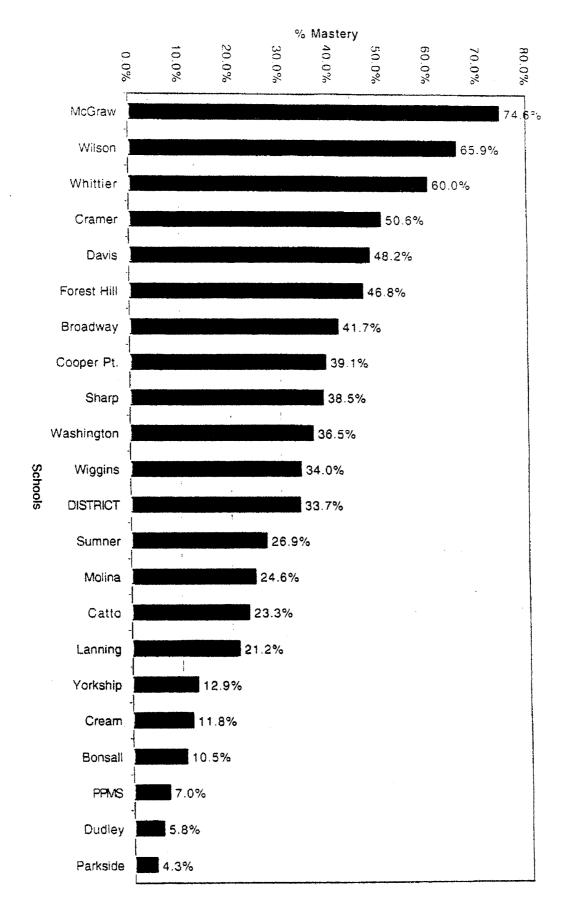




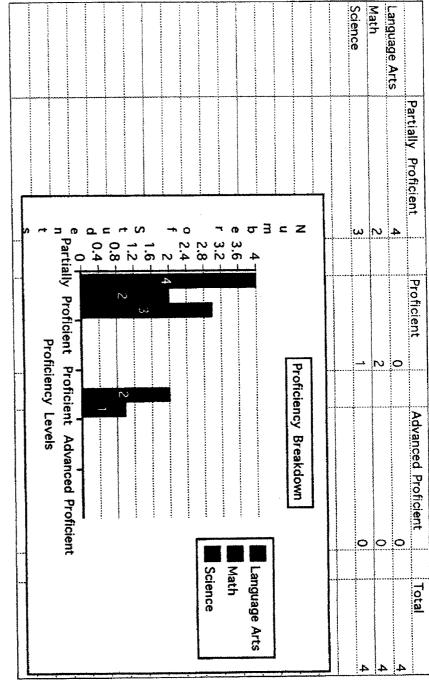
May 2000 ESPA Proficiency Assessment Special Education Students

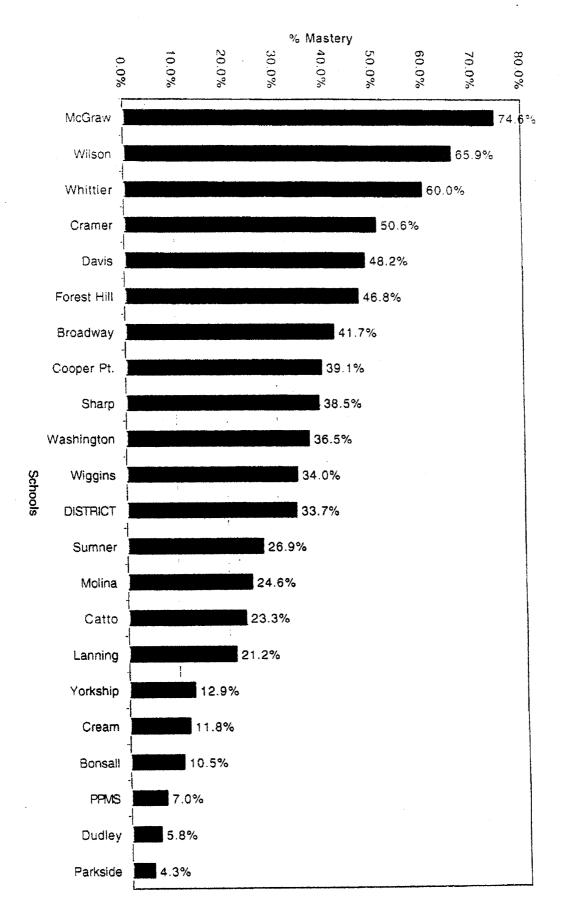






May 2000 ESPA Proficiency Assessment Limited English Proficient Students





Appendix D

Parental Involvement Attendance Signing Sheets

Please Print

	Na			Time	Time
Date	Parent	Student	Reason for visit	In	Out
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H.C. Sharp Elementary School Parent Involvement September 14, 2000

<u>Parents' Name</u>	Childs' Name
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	9

AMEN THY A-4

H.C. Sharp Elementary School Parent Involvement September 14, 2000

Parents' Name

Childs' Name

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Tina Polymson	Kovici Policingeri
Alanda School House	John Willer
Maria Colon	Henry birriel
Madeline Sope	Jus 6 Tope
Cindy Finney	ALEXIS / FLITTH FINNCY
Norenda Acordo	R) halberaly
LKISTAL BANKETONE.	Deal Maria Million Charles
Armando Audia	Jennifer Armond Andrew Andrew
Myela Helinian	Allis, Kimberly Harrial
Cricky Kenney	Frac Millians
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Judy Rich	Daniel Pisa a (5th)
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H.C. Sharp Elementary School
Parent Involvement
September 7, 2000

Childs' Name Parents' Name

H.C. Sharp Elementary School

Parent Log

*** $Please\ Print$ ***

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Date	Parent	Student	Reason for visit	In	Ou
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11/20	SRISEL IRIZARE	y Evelina	Dinner		
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j1/21	Tayor a Mach.	Minoschila Her la	Dillner		
	Mary Rea	Danie Way Adam	11		
/	Mra Mrs Su) Spice & Victoria	Diguer		
1121	Twilla Gamero	315512 Lunias	DiNNO		
11-21	HAN JUCKSON	Sara Jackson	Dinner Helper	9:30	
11-21	1 A (V	Mysen Kinica	Dinner	12:33	2:1
11/21.	Martison	Justin Lopez	Dinnet	7:00	
11/21	Juf Jams	Eric Medina	Dinner	11:30	
1 4	R	Rashon Milias		1230	
Mal	anglo Meling	ii (Dinner	12:30	
11-21	J. HERWAND	Raymond C.	Winner Helper	1180	
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Please Print

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11-30	Luz Morale	Abraham Nor	()	2:95	
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11/22	Translat	AFREN DORD	21	10:5	0
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12/1	Mary Ri	ed Vihalodia	School Store		

TEACHER Mis. Schafer/Mis. Carter

AHended:

1/27/00

	Parent	Student .
1	Turner City	John Gbson
2	MUI TRAN	Emma chay
3	Abeni Larcia	Luis Garcia
4	MAX MRS Robinson	Coystel Robinson
5	Joada Claudio	Jacob-E. Claudio
6	Arch + PAM	SHANNON Red-LOY HARI.
7	& AlbaPerez	Jessica Perez
8	Zulma Perdomo	Alexander Benitez
5	planette del esus	Samuel Galorzá
10	WETTE CARRASQUILLO	Lon CARKASGLICLO
11	Lilia Rodriguez	Kassandra Laracuerte
12	Kund Gala aunt	Rico Cintron
13	San Ora Collens	hailth Collins
14	Nestor Tremino	Cypthia Treminio
15	the Elizabeth Cun	houmaldo aus
16	Valeraemondel	Arhaedo Mundael
17	Lancy Come.	Hascy Sancher
18	Holen & Subbach	Edwild RiverA IR
19	Jumin Traces	Jarra Radieur
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ſ	Pagent	Student
1	Ties I Polo	Breanna Casillas
2	Paine M. Huntley	Juraley J. Trenisland
3	Puis Acura	Juis ACURA 5.
4	Emma Cata	Toel Ugarte
5	Emma Cartin	Jasmine Carter
6	Waria Roldon	Socha Roldon
7	Sharmano Veneza Vaduaus	Januar Kodecawa
8	Armando Avala	Joel Parales, Andrew Andle
9	Walle Rae murdole	Dalean Mundell
10	Fracy L Backy -	TANCERGUA MCClain
1	Jonita Turso	Equan Lines
12	Agasto Javan	Karen TAVAREZ
13	markely Cum	Lerens Crus
14	Told orie Kelly	Densell Bussey
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1	Parent	Student
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3	Euglis Valle	Ansenis Vileby
4	What Grady	Delando Sezalas Ruior.
. 5	Mustal Bussie	Casardra Bussel
6	Corrino Mills	Crohent Mills
7	Iloria Lien	Janus Luca
8	Trima Purera	Dawn Rodriguez
9	Jancy Leve	Ivan Crix.
10	Raw Al Alle	O'Keith Shands.
11	True McClendon	Trenhan Miclandon
12	Tramaly agala aut	Vassion aceredo
18	Delicea Parmer	Ryan mack
14	adrience Barney	Consee on Blokney
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22	Carmen Veligging	Cuc Velegguer
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24	The service of the se	Vaciona V. C. C.
25	Mrs. Wallis	Julia Wallis

Parent	
l	Student
Markastro	Tuedia
2 199 9 9	JUSTIN LOPEZ
3	Grica Carter
4 100	The Modern
5 Dickery	Soca Groker
They Least	Jorathan Swort
6 Letina Ramina	S . 1 #4 (1)
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Julson Parent Deacher Conferences audrey Jackson Tylesha Raevey Therria Goldsbow anida Kodriguez / Wicholas Baez Carolynn Genery Walter Seems ana Callogo Samantha Collazo Josquelin Harrero Matthew vitiz Eddrina Walker Skelley Tyler APRIY Lewis Cheryl Cooper madeline Lopes Jipn, Orez O'Reith Shorts Byron Drc Clivee Walkinia Gonzalez Vaulina Houselez Milagro Monzalez Mayer Jongalos Lucas Martin A Makin Christopher DeCasayola. Edro De Casacióna heQUenze Elly Portic Elle Kichard Keyes lamer Konan Meison Martinez Sandra Martinez Jessica Pivera Waline Hads Helen K. Sutzbach welline + James

November 37, 2000 2:00-5:30 TEACHER - PARENT CONFERENCES

[Parent	Student
1	DAWN ROBINSON- HOLLS	TIERA Pollis
2	Rwild-Cerenoro	Desoire accours
3	Juds. Privère	Daniel Rivera
4	Griser Prijary	Evelina Orizarra
5	Maida Billera	Dahmy Bruesa
6	Glades Volazain	Okydia Velasais
7	mong Kula	gasmi Contino
8	norma Martines	Sacha Hernandes
9	Jubrola Lar d	Allain Carolallo
10	Harria Harria	Miguel Rosario
11	Twis E. Ostu	R. Camacho
X	Kisello Min	Willy Buintana
13	adreine Blestries	Antoinetta Il Oa
14	Hog thi Dinh	Tuan Ho
15	lebal We Casanon	Alexia Rivera
16	Jucy Jamo	Grande Sareker.
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2 2		
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	Parent	Student
1	maribel Congala	angel M. Ganzalz
2	adrian Lopes	Jamael logez
3	Luz Mirales	Abraham Mirales
4	Ordrad Back	Allech
5	Maria Monto	Graciela Franco
6	Mariavaras	Tæsserio Bal
7	Mercedy Counc	Whanna Torves
8	Marcocly Corona	Wardy Yorres
9	Julia Rope	Christopher Lypes
10	Gregory Vasques	
11	Waria Larigal	Katherine Cabrera
12	Danola, Varains	Carlos Vangas
13	Ruling Moraces	allerto Morgus Juan Moss
14	June Pl Gonzalez	Christian Lopez
1.5	Elizabel Mark	Luis Threenez
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EACHER - CHOICE

[Parent	Student
1	Diso Rein	Dox Leng-
2	Than youlf	Angela
3	Every MORGAN	Lopdell morgen
4	MUSIAM ROMAN	Marlyn Crespo,
5	Frances finas	Yoselex Sartana
6	Cudey Jackson	S Goldstoro
7	Danielle Carrall	M. Haskins
8	Luis & Ortiv	R. Camacho
G	Lillian Perery	Asveldo Boloun
10	Cormen Sanches	Joshua Cardona
41	Maria Valleir	albert Dia
12	Maria Fares	Samuel Malamada
13	Ketty Stevenson	Ketty H. Stewerson
14	- Orro Laulon	SHAQUANNDA TALLOY
15	Antonia Lanche	Davida Dixon
16	Timeler / Ronald Molaton	appley Lebision
17	Claudia Ruiz	aismara Gonzalez -
18	Maisha Lamo	Turban Hudson
19	Diana L. hata,	Lance Gomez
20	Tother lat	ASHLEY SONTINGO
2 1	To Dimens	Du dales Joinery
22	Warde Linera	Jessica Munoz
23	7	Sandy Meija
24	(Journ Francisco)	Stephanie Torres
25	in - ~ "	1 ,

TEACHER MS 6/11/27/00.

Parent	Student
1 Namely agala	KASSAMO HCENERO
2 Abra Reige	gsualdo Varez
3 Plane	James Jordan
4 JAWN RUDINSON-Holli	s Mariah Hollis-Kelanson
5 hoiska Miller	Reaman MILLER
6 Shaber bug	Crava Songaly
7 augren Jackson	nevin Jerrey
8 Trace Bealett	Mary Day
9 Guantin Minda	Carolina Roolet guy
10 M MUNFARD	Malinda Mumtord
11 Lisa Suare.	Monica Syareza
12 Analique Chaler due	Kudey Indertie
13 5	Chunks Serravo
14 Mindalia Rodugues	Migdaly Conocho
15 Mas Spencer	DALMH Spencer
16 May anold	TAJ KHALI WILLIAMS
17 Spita Lune	Soziont Tiener
18 Min Military	CHRISTIAI MARTINEZ Barreleonne
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Marender 27,21

	TARENT CONFERENCES	
	I N	mod
Parent	Student	
Betty Robinson	· Christine Robins	
And anthon	Susana Callazo	01
c Aviela Peros	' Geoffres Perez	
The last		
a constitues	Cassandra Harris	
trage Martin	ANThony Martinez	
Llomara Zopa	Yareli Urbina	
alba M. Crus	Cynthia Cruz	
Mouse Toner	· Cristian Rios	
Marlyn Kruse	a Orlando Kivera	
marilelCuma	Ja. Doanny Pagan	
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TEACHER WAVE

IST Conference

Parent	Ştudent
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Maris long	MARY-Elizabeth Scrit
Idela Corcassés	Juan Manuel
Rachaca Sicade	Brian ROSA
Landra Collins	Everett Collins
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Mrs. Burn	Ranike Bledina
Waler Helly	Carles Bussey
	J
	Mary Lout Sola Carcasés Bachaca Sicade Landre Collins Tomal Gols Mrs. Burn Waler Helly

TEACHER Hony / Catfell

TEACHER - PARENT CONFERENCES

	Parent	Student	
1	Hoggy Ortel	Serency Orto	
2	Vosepina Marty	Joseph melos	
3	Moha 200	the Royal Park	
4	That I have	Runaldo Suidn	
5	Here but chalit	Jacob Martinez	
6	Ren: Massual	Luis Man-ail	
7	Jacquelin Minds	Orick Robins	
8/	Oliva de Les	Ducios de 10	
9	TNGRID HARTMAIN	Chagaliz Magana	
10	I Dec)	Chelsed Charles	
1	Welle CANOSAUMIA	Cyrha Com	
12	Hector I MORTINGS	I Janniem Martines	
13	Addian For	101.	
14	Course River a	Berlamin Pilice	
15	Ostonia Barrie	pergenin Bruce	
16	M. Rea	Daniella Rei	
17	MR. Ferricians		Νi
18	Mcfrigary		, T
19	The soggest	David Rodriguez	- ز
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22			
23			
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rca Night Mrs Rehfuss

1	Parent	Student
1	Mad Mar D	
2	MRY MES ROBINSON	Cleophus Robinson
	Wendy Roducy	Soseleen Eigneroa
3	Archa RAM	Shannon Reed-Loy
4	Lis & Ooliz	Ricardo Camacho
5	Cynthia Rodrigues Liver	Cynthia Rodriguez
6	Lyetisce Riveraginer	Ivelisse Riveres
7	Grisel Prizary.	arthony Origany
8	Alba n. Crus	Varessa Cruz/
9	Alexandra contano	- Rada de d
1'0	Hoba Rentas	X Diagram
1.1	M. Lope	Capacia Fronta
12	Laures	alestia Peira
13	Remeth P. Jeff	Zaire Davila
14	Deshelle Dun Son	Dasia Dunlar
15/	Milyan losacio	Janton Juna
16	Carolian Druis	Leerea Kea Doues
17	Sandra Martinez	Lander Muling
18	Alanda Thomas	John Wilson
19	Jeff Cardona	NATAlie Rivera
20	M. Flin and	a Aprice Acosta
21	Jose CAMERO	Jovani Carrero
22	maisha Lamb	Dashoo Lamb
2,3	Teofila Espinosa M.	Itulia Morales F
24	Cheir Volontin	Shalle Molantia
25	The second second	In who was in.

TEACHER Mrs Alicea Pre-K

	Parent	Student
1	Sind Menda	Sinda Santiago
2	Roymond Medina	Mary Rose
3	Julia Ropa	Daniel Mende
4	timadineop	Lindsly Orting
5	Carmon Sanahes	Sammah Cardana
6	Ang corders	Keysla DiAz
7	M. Rea	Daniella Rea
8	MC+MCS GIBSON	Eric Deson
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	Parent	Student
1	Lanse Hary Kelun	Soplia Lebron
2	MULITRAN	Linh Chau
3	Madelyi Lones	askley Rosario
4	hamal gala	Squesteriash Marrora
5	Frankis Erus	Shaled (War)
6	Maria Sontina	R. hen Sarate
7	Victor of Dear	Herelolo L. Die
8/	Delicia Palmer	TOXAS MODELS
9	Obié Rusia	Justle Nedon
10	Muselle hunes	Susèlle Pivera
11	Inthon Cook ?	241.01.
12	Marile James	Daping Therend
-13	acienta Santos	(Maldenadl
14	Tuesda PRODE	Tabuana Florina
15		Carumon Floming
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room 5-A

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2.	Madeline Fop.	Juis G. Jopes
3	Heide Difera	Elia Fuchs
4	hoeni Margual	Kimberly Mancual
5	Chell sens	Phainière Le 18's
6	Carrin Mills	Harriey Milis
7	Analique Weeds	SAMIL Undadue
8	Sue Hoovmick	Motthew Shownick
9	Knun Jahne	andania Duncil
10	Civilla lange	alin housell
11	Laurice Wolmen	acrio Hotas
12	Erica Romine	Joseph Romine
13	Elizabeth Curs	Kalteria Gue
14	Maribel Rodingues	Aprila Prince
15	Wester Truning	Nester Transago
16	Portic Ellir	Carenda Sentino
17	That humen	AAron Brown
18	Gloria Valentin	Shaina Valentin
19	Stranders.	Pascalla man
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TEACHER Sony Cattell

	Parent	Student
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2	Coselina Wastra	January Marchael
3	Mohia In	A P S
4	Judith Franco	Runaldo Luien
5	Here but chalit	Jacob Martinez
6	Remi Marquel	Luis Mandail
7	Jacquelin Minter	Oriche Redunia
8/	Oliva de las	Panis. de 10
9	TREGIE HARTMAN	Chagafiz (Merric)
10	of Dia	Chelsog and and
11-	TreTte Carrosquit	Punha Com
12	Hector I. MORTINEZ	Ivanniem. Martine
13	Alling For	Autions Holmes
14	Course River a	Benjamin Bivera
15	Ostonia Postice	100 State 1. 18-
16	M. Ria	Daniella Red
17	Mr. Fricians	A reproductive Commence V
18	Mchigary	David Rodriguez
19		Joe To Wally WE C
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	Parent	Student
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2	alla Desc	Jonathan Herez
3	Lilea Rach Suc	Webse forest
4	Melsten Bushinger	Operate William
5	Agence of Visale	The same of the same
6	S TOWN A SECOND	Denay Argando Ayala
7	New Ball	athress Gold
8	Vaci N. a	Nineal & Hale
9	Win Merk	42:14. 2. 0.0 a.
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11	Field Caraballa	Melica Pagan
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	Na	me		Time	Time
Date	Parent	Student	Reason for visit	In	Out
12/5	Sarbarating	Ly is Rosa	TAIK tOMYSON	12:41)	
12/5	Maria Reldon	575ha Roth	Santa's workshop	1230	
12/5	Mary Rea	Adam	11	12-330	
12/5,	Princ Bay	Machik Brown	Stos Sonta Warkshop	1:00	
2/5	Mas. K. Wigfall	Juna hawW.	a v	1.05	
	Jelone Hill				
13/5	Bett Hodosh			1:05	
12/5	Merry	WALTER	Santa Workshop	1:15	
776	Cupil con	MIS ROHA	Vist	11 .30	
12/6	A+J Banks	Valler			·
12/1	J. Denery	cacelynn	SanTa Workshop		
					1
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	Na	me		Time	Time
Date	Parent	Student	Reason for visit	In	Out
12/5	Barbaratinal	Luis Rosa	TAIKtomyson	12:40	
12/5	Maria Roldan	Sasha Rotha	Santa's workshop	12:30	
12/5	Mary Rea		11	12:30	·
12/5,	CRYSTAL BRU	Malik Brown	Stos Sonta Workshop	1:00	
0/5	Mar. P. Wigful	Jonathas W.	10 10	1:05	
2	Jane Ha		[1 1	1.05	
12/5	Beth Hodosh	1 X X	11	J:05	
12/5	Menery	Casuly 11)	SanTa Workshop	1:15	
126	Buk Lage	MICHORIA	Vist	11:30	
126	A+J Banks				
12/1	I Genery	Carolynn	SanTa Workshop		
p.\$	Carmentalan	<u> </u>	Vist Coffee Tea		
12-8	Mickey Wellumo	Sharugue Williamson	Coffee + Codies		
15-8.	Sichard Sua	Romike Medina	Coffa + Tea		
12.8	Ones Martinez	Gina + Richa Martinz	7 7	9:25	
12.8-	M. alpline		Where is the coffee		1
12.8	Pa Ditis	vergry o	Coker & Jea		
12.8	Repen	Jeing	SANTA'S		
127-	11 8/1	y	+ Co + 15		
12.8	KS, legfal	1	JAN19		
12/6-	8 M. Rea		/1		

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	Na	me		Time	Time
Date	Parent	Student	Reason for visit	In	Out
12-15-01	Frances	Santana	Povent Helber	9:57	
į (, ζ	yoselin Santana	, propose absent	9:51)
12/18	man Rea	Daniella Adam	Santa		
	Mannie Cortés	11	11		
	Santa-Ren	l (()		
12/18	Thomas	Sesting) purent	830- 9:30	
12/18	frances ,	Christian Santar	a Parent helper	9:00	
12/19	Rivas	Christian	Parent Lelper	9:00	
12/19	Sheutte	Thomas	Perent helper	9:30	
12/19	Green	Shanietter. Jeremy D.	Parent.		
/12/19		Stopken skerne	d Cox cert	9:00	
12/19	Marika Lgoz	Justin Lopez		8:00	
12/19	Daisey	Darpeyers	winds concurt	9:30	
12/19	anda Podraja	W.Cholas Bud	4	9:30	
12/19	408 Baez	holdes Bar	11	9:30	
1219	· · · · · · · · · · · · · · · · · · ·	Cuis Rosa		9130	
12/19	noeni Dari	wignoria	Parient	9.35	
12/19	Warde lb	Carlos	Parien f	9:35	
12/19	Madylasggi	Ferdinand Vasgurz	Concert	935	
12/19	Viette + Lean	Leon Casha	spelle	935	
12/19		le lythial all		GE-58	

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Winter Concert

	Na	me	voiriter Concert	Time	Time
Date	Parent	Student	Reason for visit	In	Out
b2/19	untum	EricMedon	Concert	9:30	
/1	/	brother telecol	Concert Clarent & Fast	930	
12-19	Ners da A Carl	Moldonals	Concert	9:30	
12.19	Ox Diano	Billyprint	ng concert	9:30	
12-19		di	,1	9:50	
12-19	J. Lenery	Carolynn Walter	Concert	10:00	
	magna	Jasnie			
12-19	Judy-River	Daniel	Concert	930	1100
12:19	1 Dolamia	Alexig	Corner	125	
,	Spire.	processing		12	
12/19	MalyNogyi	Flydinard Vasguez	concart	1:30	
12/19	30AV Shin	DANIE RIVER	CONCERT		
12/19	Judy River	Janiel	Concert	130	
Pilki	Annie Brok	Type Joron	e concert	1.0	
12/19	Janton Fore	17 01 60 4		130	
12/19	Landra din	Frings elect	Concert	1,30	
12/19	1	Shavnor HATTIE	Concert	1:30	
1210	Het had.	Hodo L. Ma	Concert	1:30	
12/10	Porzuda	This Very	de mout	1.30	
12/19	Art water	Alashia	Concert	11. 11.	
		Notsine/Az	,	1	

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	Name			Time	Time
Date	Parent	Student	Reason for visit	In	Out
12/19/0	Ms. Smalls	Reduko	The Recitation	1:35	
2/19/0	M. Beatte	Rudishor	Reception		
12/19/10	M. B. hand	Encalaste	Concret	1,36	
12/19/60	PXXX50	Cursosa	Con cert	1,36	
13/19/10	Felix Cintro	Ruben Cintra	Concort	1 70	
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Appendix E

Agenda, Announcement and Recorded Minutes

H.C. Sharp Elementary School

SEPTEMBER 14, 2000

AGENDA

PARENT INVOLVEMENT PROGRAM (COFFEE AN DOUGHNUTS SESSION)

- 1. Interaction and socialization time
- 2. Greeting and Welcome remark/speech to the parents by Mr. Falco
- 3. Introduction of the intern by Mr. Falco
- 4. Intern's short speech and introduction of project (s)
- 5. Short speech by Ms. Esposito
- 6. Distribution of the need assessment questions
- 7. Collection of the need assessment questions
- 8. Individual questions and response time

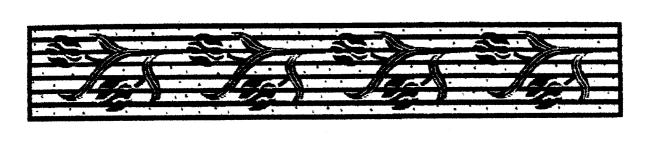
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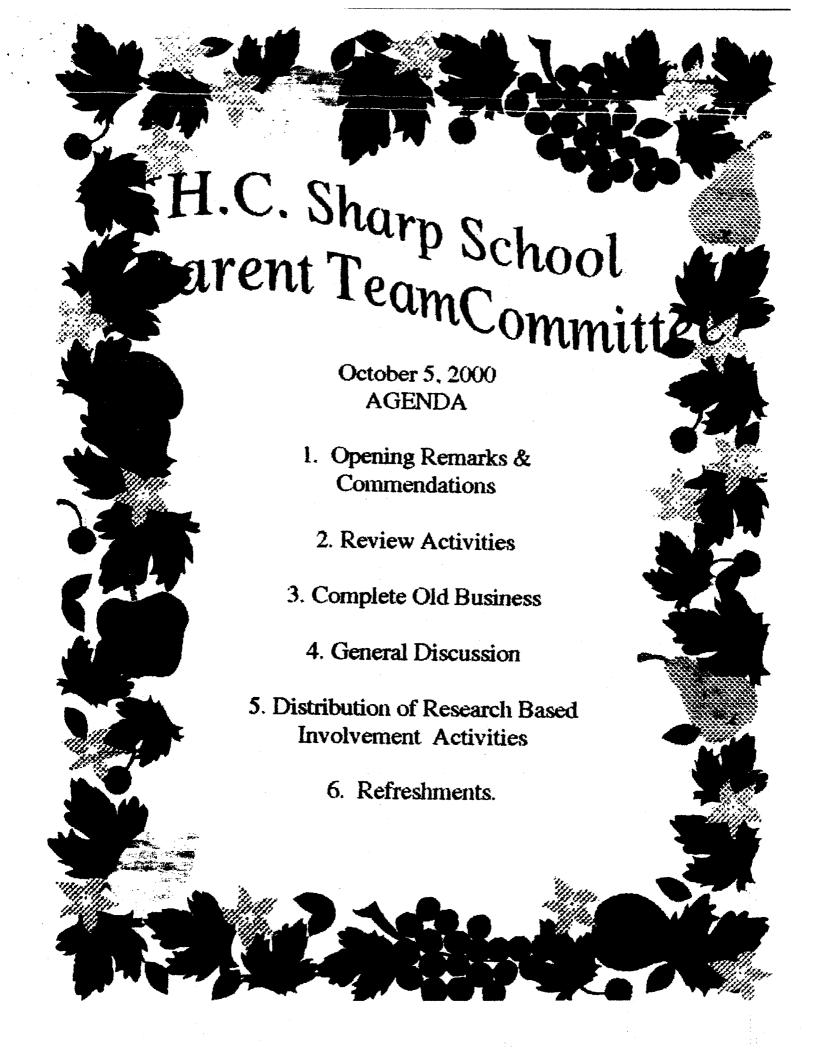
Mes H.

If you were not in our 1st Meeting, WE MISSED YOU!!!!

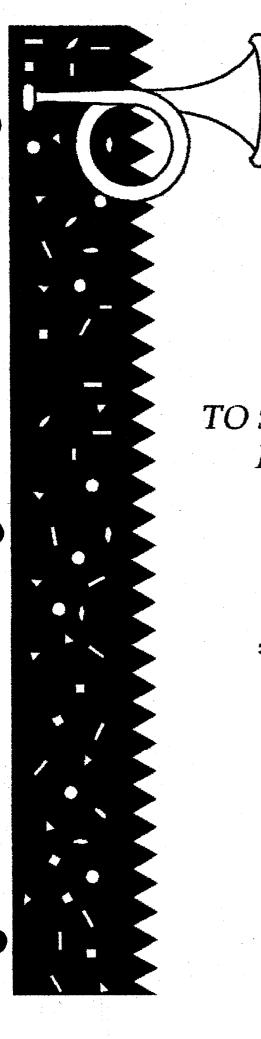
Our Next Meeting Will Be:

Tuesday, October 3, 2000 3:05pm PROMPT IN THE AUDITORIUM





Committee E E T Color to Terror Tuesau de Francia 2000 In the Gynt



H.C. SharpParent Team Committee Oct. 19th - Agenda

TODAYS GOAL:

TO SHARE OUR VISION WITH:

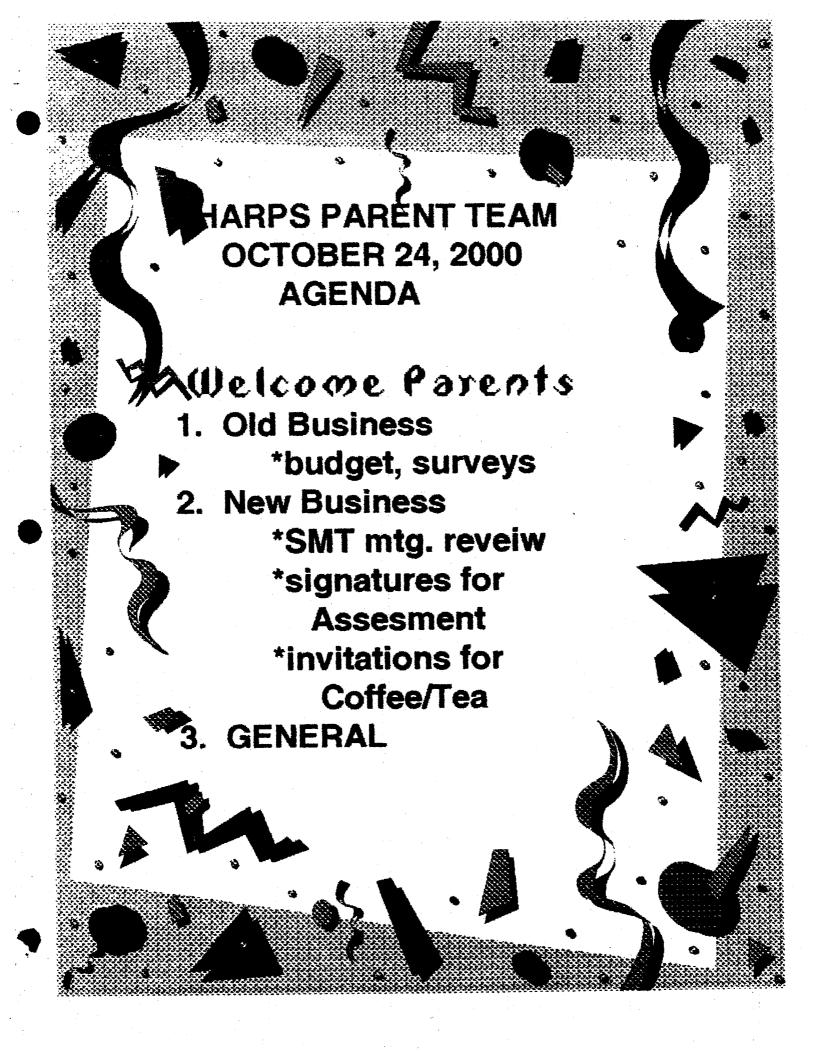
Mr. Falco, Mr. Campbell &

Mrs. Crisdon

**Needs Assessment

**Parent Program

**Fundraising



AGENDA

- 1. Old Business

 **complete revising
 Needs Assesment

 **recruiting of parent
- 2. Align committee description with Needs Assessment
 - 3. Plan 1st Activity??
- 4. General Discussion

H. C. SHARP PARENT TEAM COMMITTEE 10-31-00

AGENDA

1. Old Business

"flyers
"posters
"surveys
"Friday set ups
"coffee pot

2. New Business

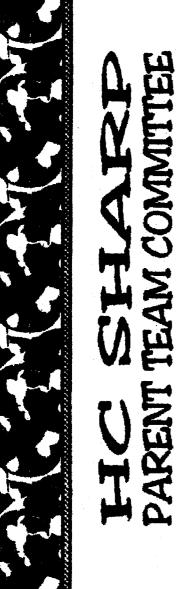
"Meeting with State Rep.

"Teachers Mtg.

"Collectors

"Christmas Project

3. General



AGENDA - NOVEMBER 28,2000

Teachers Meeting - Speaker/Monday

Copies made & distrubution for Surveys

Workshop ideas for December 4. Recorded Needed

Set up for Thursdays coffee/tea

General Discussion

H.C. Sharp Elementary School

32nd St & Hayes Ave Camden, NJ 08105 (856)966-8988

Joseph Falco Principal Jacqueline Crisdon Facilitator

Albert Campbell Vice-Principal

Place: School Library Date: Oct 11, 2000 Time: 4:30 pm Adjourned: 5:30

MINUTES
"Missing Links"

Website: www.infomed.yale/comer or www.schooldevelopment program.org

Introductions and Special Guests:

Claudia A. Switala, HMDNJ-SOM, Dept. of Family Medicine, 40 E. Laurel Rd, Stratford, NJ 08084

-Open more medical facilities in Camden for underprivileged citizens.

Marvin Herring, MD, HMDNJ-SOM, Dept. of Family Medicine, 40 E. Laurel Rd, Stratford, NJ 08084

-Have student doctors interact with bicultural communities to: understand customs/rules, best way to administer medical aid.

Marie Cunningham, Calvary Bible Tabernacle, 47 N 23rd St, Camden, NJ $\,$ 08105, Pastor Kenneth Thorpe

-Weed & Seed Program for vecinities.

Rev. G. Kent Walmsley, Hope Memorial Baptist Ch, 952 N 34th St, Camden, NJ 08105

-Continue to render himself as our school delegate.

Marie S. Bollers, Implementation Coordinator, Yale University/SOP Comer, 26 Mercator Lane, Willingboro, NJ 08041, (609) 835-7772 Home Office, Fax (609) 835-0333

-Will be in constant communication with Camden, especially Sharp School, and aid in implementing the Comer Concept. Gave website, and book: *Rallying the Whole Village, The Comer Process for Reforming Education*, by James Comer, Norris Haynes, Edward Joyner, Michael Ben-Avie, NY 1996.

Captain Raynaldo Santiago, Camden City Fire Dept, 4 N 3rd St, Camden, NJ 08102, (856) 767-7527

-Has start-up monies to start a cadets program through our Camden Fire Division.

Linda Kelly, Sovereign Bank, 2400 Mt. Ephraim Av & Fairview St, Woodlynne, NJ 08104, (856) 962-7000

-Continue to serve our young investors.

David Garrison, Cartun Hardware, City Chamber of Commerce, 3514 Federal St, Camden, NJ 08105, (856) 365-0725

-Lend expertise; continue to interact with Sharp.

Sophie Hayward, State Auditor

-There is evidence within the school community of the absence and indispensible need for parent-neighborhood involvement, thus the "Missing Links".

"Sometimes it takes an outsider to see a problem and ask, "Why are you doing it this way?...Why not this way?"

She has *officially drafted* our present guests into the Sharp SMT "as of today". A few dedicated minutes at every meeting and all suggestions are greatly appreciated.

SHARP TRIVIA as provided by Mr. Falco

- +78% student population is Spanish
- +built in 1922, addition in 1978, will need additional rooms
- +5th out of 21 schools in high test scores
- +94-95% perfect attendance.
- +3-Yr-Grant for Sharp passed @ 50,000/yr
- +Reading Recovery Program (one to one) = successful
- +school library needs more books

Campbell: asking for support from the experts present

- -the need for children to excel in education and subsequently in life
- -presentations from professionals to our students.
- -will be contact person for presentations.

Tanski: 5 Sharp reps went to Comer--Yale U

- -covered concept Consensus-No-Fault-Collaboration
- -Budget will truly cover what is really needed. Must cover all possible expenses. Tax dollars will be spent the right way--responsibly-for each individual school community.
- -Monies are put into a special "pot", withdrawn justifiably by each investor-school; Board approval
 - -Grants Management Office of BOE to put Sharp's share into own

account, preferably Sovereign Bank

-contact PIRC to administer monies: one expense is to provide for the training of at least 6 people.

-SMT: we have more than enough of each committee in meetings. still need 25% in parents, no parent rejected.

Parent Committee to send rep with voiced needs

-still need custodian for Saturday meets--Black-Sealed certified; to be into budget!!!

Nic. 13, 2000 Sharp School Library Jimming 9-3 3:30 - 4:30 Jan 12 2001 mil from have Bollers from Conce NJEA , badge with tal his record of amount of 112 urs. (visdon. reprinted dec. 12 Steering com. meet at BOE. Jan. in-periore of Comer - Conn. participants

- teaching skills

- collaboration, etc. Tichnology section almost finished for total Comer Budget. Comer Training here in no Princeton, Cherry Hill "ion-Book Challenge"

- Color-coded bories on reading clovelo

- with Parent component

- Staff dieter levelopment ('SRD Grant for special programs like ? Puta species in Comer Smilget for any special prog. ASAP to prepare. Den 18 3:00 I rogen Vig SAT nect &

H.C. SHARP SCHOOL P.T.O.

Executive Board Minutes October 20, 2000

Place: Mr. Campbell's office

Time: 11:30-12:30

Can-Food Drive: Ms. Harris

To start Oct 30 to Nov 17 for Thanksgiving baskets. Flyers sent next

week. PTO to donate turkeys.

Budget: Ms. Carter-Okpur

Budget to be discussed and finished at later date. Presently \$546 in

bank (future graduation awards, field trips, turkeys)

Suggestion: Petty Cash for each teacher not into SMT Budget.

Thanksgiving Dinner: Ms. Dees-Brown and Ms. Acholonu

Hours: 1:00 to 3:30, Date: Tuesday, November 21.

Buffet-style

Other teachers to chaperone

Background music for dancing.

Letters to 5th grade parents soon.

PTO program: Dec 20 night

Gospel Choir, regular choir, band

Santa's Secret Shoppe: Dec 4-6th

February is Black History Event Month

Founders' Day: ?

Valentine's Day Social: Feb 14th

Time: 3:00-4:00 5th graders only

Fun Day: May

GONG SHOW!!!

Mother's and Father's Day sales to be discussed

Fund-raisers: Cookies sale, Hoagies sale

ALL SPECIAL EVENTS NEEDING SECURITY TO BE NOTIFIED TO

BOE IN DUE TIME.

First minutes not done; it was the Parent-Teachers Conference 9/26/00.

PARENT TEAM MEETING MINUTES OF DECEMBER 5, 2000

- $3:15\,$ Tuesday, Dec. 19, 2000 Christmas program and breakfast 9-10am in the gym in a section
- -Hot breakfast sausage, bacon, eggs, rolls, danish, oj, fruit, coffee, and tea, grits, and cheese
- 3:20 Too late to get money from the Board
- -A book is needed to keep out of the office easy access for parents to sign
- -A lady form Ms. Davis' church will cook
- -Eggs will be donated by Ms. Okpor
- -We may have to donate the food
- -We will send a flyer home to all parents
- -How many parents to prepare for?
- -Many parents will come to see their children
- -What about only the parents that always participate?
- -End of the Year Luncheon we pick the parents
- -Continental Breakfast? Donuts, coffee, tea and fruit
- -Continental Breakfast save the big breakfast for another time
- -Ask for money from Mr. Falco ask for \$100 (half will come form school and half from PTO)
- 3:30 Coffee and Tea Ms. Waheed will set up Ms. Maggy will plug in
- -Coffee and Tea on Fridays Who's going to bring what?
- -Ms. R. Carter already greeted
- -Volunteer to set up every Thursday in auditorium
- -Staff ate up the food only 1 parent came in PARENTS ONLY \$0.50 a cup for teachers, to help raise money
- 3:35 Meeting basically over explained previous business with parent

Emergency Meet I

Sharp School Emergency Meeting for Budget Preparation Oct 23, 2000 School Library 3:05-3:30

Planning Team needs 3 Teams:

Curriculum Technology Professional Development

Must have assessments by Wednesday 25, with justifications.

Teacher Tutors: certified person working during day with students

Reading Recovery Program: services what grades; validate original persons' success; evaluate need for another.

Majority members not satisfied with reading skills

-return of a specific reading series and its workbooks -highest school: McGraw in reading, to compare notes

-Pilot reading series with teachers

Kinder: tests, screening
1st: Standardized tests

Assessment beginning of year and end of year for ordering of more material.

Writing Teacher?

Saturdays for invite of Professional Team

Bilingual Program to review texts and workbooks

* * *

SMT MEETING FOR WSR PLAN PREPARATION
Nov 1, 2000 School Library

3:30-5:30

SMT has decided to collectively review all Elements of the WSR Worksheets in order to word it favorably. We managed to agree on the goals, objectives and benchmarks of #1-6. All towards the formulation of H.C. Sharp's Whole School Activities' Plan.

Next meeting to be held Saturday, Nov 4th, 9am-12pm.

* * *

Biographical Sketch of JAMES P. COMER, M.D.

Date & Place of Birth -

September 25, 1934 East Chicago, Indiana

Family -

Wife Shirley (deceased) and 2 adult children

Current Positions -

Maurice Falk Professor of Child Psychiatry, Yale Child Study Center Director, School Development Program, Yale Child Study Center Associate Dean, Yale School of Medicine

Education -

A.B.

- Indiana University 1956

M.D.

- Howard University College of Medicine 1960

M.P.H.

- University of Michigan School of Public Health 1964

Training in Psychiatry

- Yale Medical School, Yale Child Study Center, Hillcrest Children's Center

30 Honorary Doctorates

Major Writings -

Books •

"Waiting For A Miracle: Why Schools Can't Solve Our Problems-and How We Can", Penguin USA.

"Rallying The Whole Village", Teacher's College Press, 1996

· "Beyond Black and White", Quadrangle/N.Y. Times Books, N.Y., 1972

· "Raising Black Children", Penguin Group, 1992

"School Power - Implication of an Intervention Project", The Free Press, N.Y., 1980

"Maggie's American Dream: The Life & Times of a Black Family", New American Library, 1988

Articles

Published in Scientific American, American Journal of Psychiatry, The Journal of Negro.

Education, Journal of the American Academy of Child Psychiatry, The American Journal of Orthopsychiatry, Ebony, New York Times, Boston Sunday Globe, and more than 80 other journals.

Chapters

Over thirty chapters published.

Columns

Parents Magazine - over 150 articles published since 1978

United Features Syndicate, Inc., 1978-1984 - more than 300 articles published.

Other -

Dr. Comer has lectured at numerous schools and organizations across this country and around the world. He has served as a consultant for the Children's Television Workshop; Public Committee on Mental Health, chaired by Mrs. Rosalyn Carter; Pre Education Summit Meeting with President George Bush and Secretary of Education Lauro F. Cavazos, 1989; and numerous others.

In addition, he has served on many boards and panels, participated in many associations, participated on television and radio shows, and received numerous awards and citations.



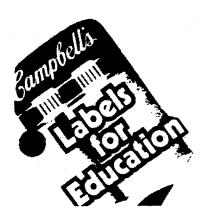
November 1, 2000

Dear Parents/Guardians,

The Parental Involvement Committee is asking for your help! We are collecting soda cans, General Mills box tops, and Campbell Soup labels. We ask that the cans are <u>washed</u> inside and crushed before sending them to school. We hope to collect enough cans and labels to raise money for computers and other needed school supplies for the children.

Thank you,

The Parental Involvement Committee





ANNOUNCEMENT REQUEST

TO BE READ	ON: DAY	***	DATE	
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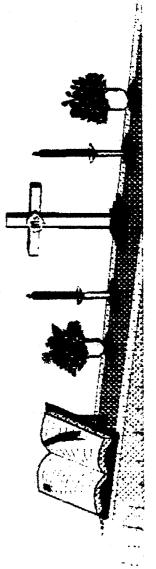
HC SHARP PARENT TEAM COMMITTEE

AGENDA DECEMBER 12. 2000 "CONGRATULATIONS

"PARENT BREAKFAST

"POSTER CONTEST

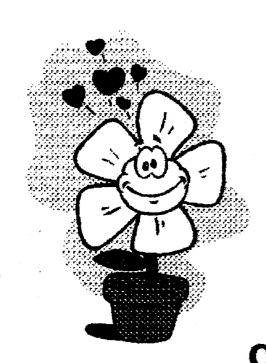
"GENERAL



Appendix F

Parent Team Committee Attendance Signing Sheets

SHARP'S PARENT TEAM COMMITTEE



Zora Dees Brown
Carolyn Davis
Ida Ervin
Francis Esposito
Susan Harper
Diane Hill
J. Liles
Fern Love
Barbara Martin
Charmaine Randolph
R. Serrano
Rose Synder

Chairpersons
Mrs. Carter-Okpor
Mrs. Acholonu
Mrs. Lopez

H.C. Sharo Elementary School Parent Team Committee O. Spries, Teacher Brane Sett I.A Charmaine Kandolph, A.A. Rosalie Carter, Jeacher Ida Errin IA Susan Horpe, Teacher Barbara Martin - IA Ara Dec Brown Metta Ola Citiona Achelland Fern &. Love-Teacher Licanees Esposito

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October 5, 2000

Achelory Special Education Pacher

PARENT TEAM COMMITTEE



SIGN IN OCTOBER 12, 2000



Rosalie Carter	
Ala Exren IA	
Diane Hill	
Frances Fsposito	
CAOLIN Socis	
Lore De Lore	
B. Martin -	

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Masalu	Carter
Ha Gre	ern J.A.
Mary Sorie	STCh.
Marmaine	Handolph.P.H
White	New -
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Haren ream Sign Dr 10-18-00 1 Agances Esposit 3 Diane Hill 4 Feix S. Lore 5 Done Stephens 6 Sabian Acholonie Charmaine Kandolph 8. Barbara Martin 10. Dosafie Carter 11. (Arolyn Spris

%	H.C. SHARP PARENT TEAM
	SIGN IN
	OCTOBER 19,2000
1	Rose Carter
2	Rose Carter Bose Saydes
3,	Fair D. Love
4	Marth Dr
<u> </u>	Radas Matin
7	Nané III
M F.	Joseph Falso
9.	Charmaine Landolph
10.	Trances S
4	Ha Cervin
10	Estra a Acholinu
6	Sibrary Amount
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SHARPS PARENT TEAM COMMITTEE OCTOBER 24, 2000 SIGN IN SHEET

Farent Team Committee Sign In - Oct. 31, 2000

Bibland

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De Water

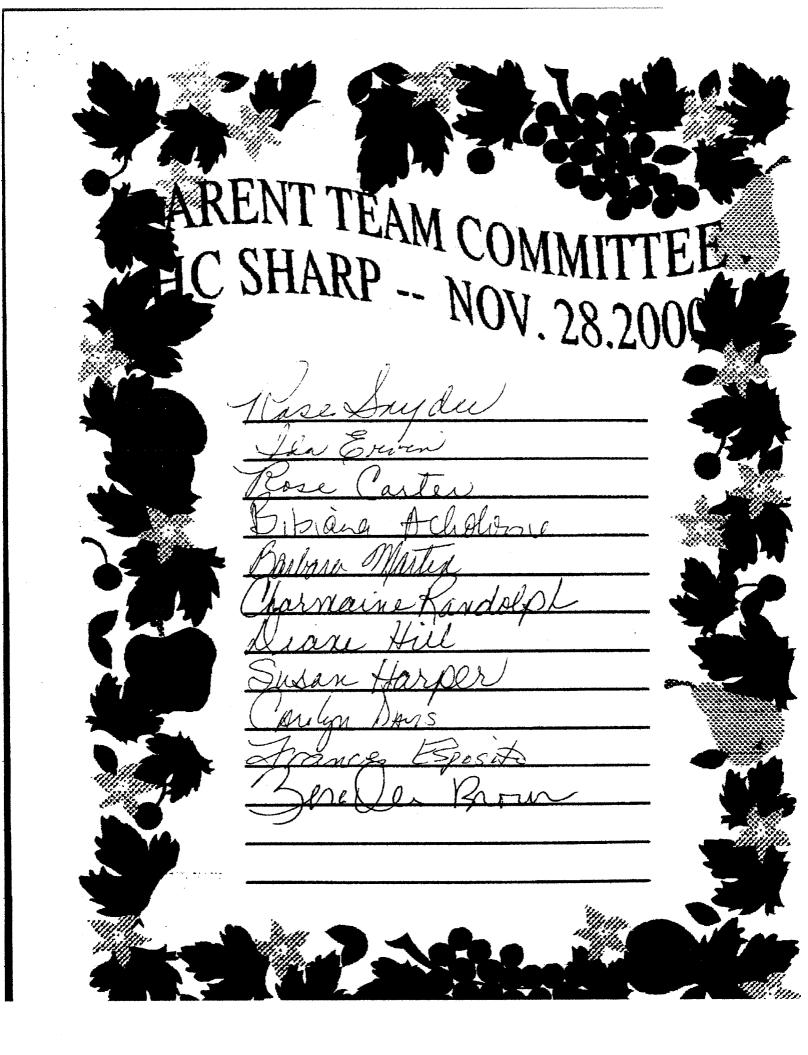
H.C. SHARP PARENT TEAM COMMITTE NOVEMBER 14,2000 SIGN IN SHEET

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Publique Arhalder
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Charmaine Randkel

H.C. SHARP SCHOOL PARENT TEAM COMMITTEE

EMERGENCY MEETING: DEC. 8, 2000 SIGN IN SHEET

Susan Harper	Teacher
France Esposits	Teacher
Dearettill	TA
Dag'ugah Wasar	Custindia
Marmaine Handolph	D.A.
Carolyn Gavis	TCh.
Prole Cota	Teacher
Zora Dees Brown	Teacher
Barbara Martin	IA
Kre Enydeel	C.S.C.
Dous Stephens	TA,
Rog Sehani	Bil. Teacher
mex Martings	Parent.
The second of the second	parent.
Month Okan	Parest
Sheritta Thomas	parent.
Marto Sixa	Pro Pre



Executive 10d Meeting Jan 26-2001 Hose Suydeel Terry Genery Many Rea Bibiana Acholonu C'Ardyn DAVIS Meresadelenaire Dia Rasalie Carter Abretta Cirta-Okpor Daa'nyah Wakeed Horeft Fales ma Oles Brown Marita Lopez

Appendix G

Parental Involvement Award Certificate and Evaluation Sheets



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THIS HONOR IS BESTOWED UPON

in recognition of faithful and devoted service while participating in

Awarded at

	,
	Organization and Management
	To: PTA President
·	Did the intern formulate an adequate needs assessment for the PTA community?
	YesNo
	Explain
	Did the needs assessment address program and time
	YesNo
;	Explain
	Did the needs assessment involve the community in determining future program goals?
	YesNo
	Explain

BIOGRAPHICAL DATA

Name Bibiana Anyanwu-Acholonu

High School Girls' Secondary School

Ikenanzizi, Imo State

Undergraduate Bachelor of Arts

Home Economics Education

Rowan University Glassboro, NJ

Graduate Master of Arts
Special Education

Rowan University Glassboro, NJ

Master of Arts

School Administration Rowan University Glassboro, NJ

Present Occupation Special Education Teacher

H. C. Sharp Elementary School

Camden, NJ