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University of Northern Iowa

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Parent/teacher communication in a middle school setting

Abstract

This paper discusses the importance of parental involvement in a child's education. It examines the barriers that occur which prevent communication from taking place between parents and teachers. Effective communication strategies are presented to foster genuine interaction between families and schools. This paper explores the following question: How do effective middle school teachers create and maintain a positive working relationship with parents.

The purpose of this study is to: 1) research current literature to find different communication techniques being used by teachers, with an emphasis at the middle school level, and determine why parents and teachers communicate less often as students get older, 2) discuss teacher-parent communication methods used in a parochial school classroom in a rural community over a two-year period, and 3) survey parents of students in a rural parochial school to elicit their feedback in regard to what has been done over the past two years.

PARENT/TEACHER COMMUNICATION
IN A
MIDDLE SCHOOL SETTING

A Graduate Research Paper
Submitted to the
College of Education
Department of Curriculum and Instruction
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Master of Arts in Education
UNIVERSITY OF NORTHERN IOWA

by

Christine Joan Bailey

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This Research Paper by: Christine Joan Bailey

Titled: Parent Teacher Communication in a Middle School Setting

has been approved as meeting the research requirement for the Degree of Master of Arts in Education.

6/17/97
Date Approved

Mary J. Selke
Graduate Faculty Reader

6/16/97
Date Approved

Linda F. Quinn
Graduate Faculty Reader

6/20/97
Date Approved

Greg P. Stefanich
Head, Department of Curriculum
and Instruction

ABSTRACT

This paper discusses the importance of parental involvement in a child's education. It examines the barriers that occur which prevent communication from taking place between parents and teachers. Effective communication strategies are presented to foster genuine interaction between families and schools. This paper explores the following question: How do effective middle school teachers create and maintain a positive working relationship with parents.

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CHAPTER 1

Background

Traditionally, teacher preparatory programs do little to prepare teachers to communicate effectively with parents. Beginning teachers enter their classrooms ready to face the numerous challenges of educating students in the classrooms, but many teachers feel uncomfortable when the time comes to face the parents of those same children. Experience helps to alleviate some of the anxiety, but to this day many teachers would rather face a whole auditorium of middle school students than one angry parent. One might say that the answer is to simply do the job well in the classroom and avoid any unnecessary contact with parents. This is simply unrealistic. If teachers are going to be successful in educating children they must form strong partnerships with parents. Schools simply cannot meet all of the educational needs of children without strong support from parents.

It is a natural tendency to want to distance oneself from people or situations not completely understood. However, when parental involvement in schools is increased, a great deal can be done to foster a working relationship between teachers and parents. This relationship is important to student achievement in school. "In a good parent to teacher relationship the attitude of the teacher and the parent become very positive. Being able to discuss the strengths and weaknesses of their child and ask the teacher questions gives the parent a relaxed and comfortable feeling" (Matzye, 1995, p. 5). "In recent years, several research studies have indicated that the benefits of parental involvement include raising achievement levels and improving the attitude of parents towards schools and teachers" (Johns, 1994, p.16).

Problem Statement

Teachers must find ways to establish open lines of communication with parents. This is especially important at the middle school level where many students face changes in the way schools operate. Students tend to go from self-contained classrooms in their early academic careers to the challenges of meeting with many teachers during the day. These changes tend to coincide with a time when children are going through numerous physical and emotional changes and are less open to sharing their concerns, triumphs, and feelings with their parents. Unfortunately, at the middle school level, where perhaps it is needed the most, parent-teacher communication tends to drop off dramatically. Parents who in the past had readily contacted teachers seem to grow hesitant to do so as their children get older.

Rationale

In most middle schools, parents have a formalized opportunity to communicate with teachers twice during the school year for the school conferences. Additional communications are virtually eliminated except in the event of discipline problems. There seems to be agreement in the professional literature that parent-teacher communication promotes positive classroom performance (Cottle, 1991; Matzye, 1995; Seldin, 1991).

Whenever this author speaks with parents either formally within the context of a conference or informally in the hallway between conferences, I am always dismayed to hear a number of them complaining about situations concerning their child and other teachers. I always respond by asking them

whether or not they have spoken with the child's teacher about the situation. The response is almost always, "No." It seems that they readily accept their child's version, but seldom go to the teacher involved to hear the teacher's side of the story.

Research shows that "When parents are meaningfully involved in their children's education, children achieve at a higher level and have more positive attitudes toward school" (Jones, 1991, p. 7). Educators must continually work to improve parent-teacher communication in an effort toward improving student achievement.

Research Question

It is obvious from the literature that strong parental involvement is essential in educating children. It is from this foundation that I wish to explore the following question: How do effective middle school teachers create and maintain a positive working relationship with parents?

Purpose

The purpose of this study is to: 1) research current literature to find different communication techniques being used by teachers, with an emphasis at the middle school level, and determine why parents and teachers communicate less often as students get older, 2) discuss teacher-parent communication methods used in a parochial school classroom in a rural community over a two-year period, and 3) survey parents of students in a rural parochial school to elicit their feedback in regard to what has been done in the area of teacher-parent communication over the past two years.

Limitations

Other than perspectives presented in the literature review, the scope of this paper is primarily limited to the author's own experiences as a middle school teacher in a rural parochial school setting. However, the paper will provide an in-depth reflection of the author's current practices in the area of parent-teacher communication. It will serve as a guide for enhancing the role of teacher communicator in the field of education as well as provide insights for other middle school educators who are committed to improving their parent-teacher communication skills.

Definitions of Key or Ambiguous Terms

Red Folder System - A system of communication in which student work is sent home on a weekly basis. Parents are given an opportunity to make comments and request phone calls on a parent comment sheet that is part of the packet (see Appendix A).

Conduct Sheets - A system of communication in which parents are informed about when and where a behavior problem occurred and with which teacher. Parents are required to sign conduct sheets on a weekly basis (see Appendix B).

Parental Involvement - "Parental Involvement is the act of schools and parents working together to achieve maximum educational growth for their children. Together, the school, parents, and their children form a full partnership in which the parents are a critical link between their children and the school. Parent involvement is an ongoing, changing and developing process which results in significant outcome for all who participate" (Oregon State Department of Education, 1990, p.1).

CHAPTER 2

Literature Review

Effective Communication Techniques Used at the Middle School Level

Gary (1991) stated that barriers between parents and teachers may result when parents perceive teachers as experts who should know as much about a child as a parent does. Teachers can help remedy a situation such as this by avoiding the use of professional jargon when working with parents.

Teachers should listen carefully to any questions or concerns a parent may have. Let parents talk first. Teachers need to listen to what parents have to say and respond accordingly. "Accurate listening requires that we reflect back to the person what we believe we are hearing so as to afford them the opportunity to clarify our understanding" (Robinson and Fine, 1994, p.13). Remember that you are talking with a parent, not at them.

Parents will be more open to hearing about problems with their child when teachers state their concerns in a non-judgemental way. Avoid making parents defensive. Try to begin conversations by saying something positive about the child. Let parents know that you care about their child. Don't hesitate to repeat over and over: "I care about your child, and I think we can work together to help him" (Rich, 1995, p. 21).

Teachers should avoid using vague and unclear words by giving clear, straightforward examples of problems they are having with students. It helps to write short notes to yourself before you begin conferencing with a parent either in person or on the phone. The notes will help teachers remember the details regarding the purpose of the meeting (Ribas, 1992).

If parents hear good news from teachers on occasion they tend to be more open to listening when a teacher calls about a problem. It makes it difficult for parents to complain that teachers are "picking on" their child. "Home-school communication is greatly increased through personalized positive telephone contact between teachers and parents. When a telephone call from school carries information that is positive, the atmosphere between the home and school is improved" (Oregon State Department of Education, 1990, p. 9).

Matzye (1995) recommends that teachers set up various meetings with parents throughout the year. There should be a mixture of both formal and informal meetings such as classroom visits, open houses, parents' night, and parent/teacher conferences. When combined with phone calls, notes, and a school newsletter parents feel involved and informed in the educational development of their children.

A partnership approach gives the opportunity for more genuine interaction between families and schools. Teachers might plan informal meetings with families (such as an individual classroom open house evening), arrange social gatherings (pot-luck family supper night), make frequent positive phone calls, create video tapes of events in the classroom, and design newsletters that ask for parental input or feedback. "This increased emphasis on two-way communication allows a teacher to share more information about the children in daily school life, the classroom curriculum, and about themselves as genuine people in a more realistic and authentic context" (Barnett, 1995, p. 4).

Decreases in Parent/Teacher Communication at the Middle School Level

There are a number of explanations as to why parents and teachers communicate less often as students get older. Parents may be hesitant to approach teachers. One reason may be that most of the communication that occurs between school and home tends to be one-way communication. The school sends information home to the parents, but seldom requires feedback. When a response is asked for, it tends to only require a signature (Fox, 1995).

Another problem is that teachers are difficult to reach by phone when most parents are able to call. The telephone is a common and readily available communication tool to almost anyone but teachers during the school day. It is not uncommon for a school to have one phone for teachers' use. Generally, that phone is located in an undesirable setting such as the main office or a noisy faculty lounge. When privacy and quiet are required it is difficult to find a suitable place to make or receive calls.

It is important to foster two way communication between parents and teachers. With increased contact and communication, if a question or problem does occur, "Both the parent and the teacher have had the opportunity to establish a positive framework for communicating which will help facilitate cooperative problem solving in the face of a crisis or concern" (Barnett, 1995 p. 5). Too often problems in school are magnified when there is a lack of communication between parents and teachers. Students at the middle school level quickly learn how to share only carefully chosen aspects of a situation and in turn play parent against teacher and vice versa. When students see parents and teachers communicating on a regular basis they are less likely to attempt to pit teachers against parents.

"Parents change the nature of their involvement. Physical distance increases, as does time spent apart" (Gotts and Purnell, 1985, p. 21). This is not an implication that parents don't care as much. They simply want to give their children an opportunity to grow into responsible adults. They begin to give children more privileges as their children become more responsible.

Adolescents tend to want to distance themselves from adults. They want to become more independent. However, it is important to remember that they are at an in-between stage. One day they may want to be treated like an adult with grown-up privileges. The next day they may want to be taken care of without any responsibilities.

I've often been told by parents that they tend to stay away from school to avoid embarrassing their children. They say that their children don't want them to talk to their teachers. Their children want to handle situations without their parents' help. While parents and teachers need to give children the opportunity to grow into responsible adults, they still need to closely monitor the situations in which their children are involved and be prepared to step in when the need arises. Teachers need to keep parents apprised of any recurring problems. "Failure to involve parents when there is a serious problem results in anger, mistrust, and loss of confidence in the school. The secret at this level is early warning" (Gotts and Purnell, 1985, p. 22).

In his article, Cottle (1991) states a number of factors which inhibit parent/teacher communication at the middle school level. Problems facing teachers include: lack of time, large student loads, increasing social and emotional problems of students, numerous non-teaching duties, difficulty in meeting with parents during school hours, and lack of easy access to phones.

Parental problems include: inability to meet during normal school hours, often inconvenient for parents to receive phone calls at work, and a lack of trust between parents and teachers. However, these are factors which affect all teachers, not just those at the middle school level where communication tends to decline.

Communication Techniques Currently Used in the Author's Parochial School Classroom

The following are formal communication techniques that have been used at the middle school level in a rural school setting. The school handbook states that adequate and clear communication between school and home is essential for the success of the children. Parents should feel free to call teachers about student progress or other situations of concern.

Quarterly progress reports-report cards (see Appendix C) - At the middle school level these are sent home four times in a school year. Parents are encouraged to make comments on an enclosed pink slip. A parent signature is required on the pink slip.

Mid-quarter warnings/exceptionals (see Appendix D) - Warnings are sent home at mid-quarter four times a year. They are sent to parents whose children are in danger of failing the quarter if there is not a positive change in work habits, test scores, homework, attention, and participation or cooperation. They require a parent signature and must be returned to school by the end of the week in which they were handed out. Exceptionals are intended to let parents know that their child is doing very well in a particular subject area. These do not require a signature and do not need to be returned.

Late Assignment Notice (see Appendix E) - A late assignment notice is sent home for signature indicating whether the work will be done at home or at school. The third late slip received, and any thereafter, will require time served at school with the teacher who issued the notice, from 2:25-3:15. Each quarter students start with a clean record but may once again receive late slips for late or incomplete assignments.

H.E.L.P. Time Slip (Help Elevate Learning Potential) (see Appendix F) - H.E.L.P. Time is designed to give positive assistance by an individual teacher to a student needing direct guidance with organizational skills or class work. H.E.L.P. Time is from 2:25-3:00 and is conducted by the teacher who issued the notice to the individual student. A suggested time will be written on the H.E.L.P. Time slip, but is flexible depending on parents ability to arrange transportation. Students may receive H.E.L.P. Time notices for poor quality work, failed test scores, organizational skills, or poor study habits.

Athletic Eligibility Parent Note (see Appendix G) - These are given out on Mondays to students who are currently involved in extra-curricular sports. They may be given for low test/quiz scores, two incomplete assignments in one week, or behavior problems. If a child receives two or more athletic eligibility slips in one week then they are ineligible to participate in school-sponsored athletics from Wednesday of that week until the following Tuesday.

Dress Code Warnings (see Appendix H) - The first two warnings require a parent's signature. The third warning received, and any thereafter, results in a detention to be served from 2:30-3:15. Each quarter students start with a clean record.

Weekly Newsletter (see Appendix I) - A parent newsletter is sent home on a weekly basis (generally Thursday with the exception of a holiday) with the oldest student unless advised otherwise.

Detention Notice (see Appendix J) - Detentions are served from 2:30 - 3:15 with the teacher who issued the detention. They may be given for failure to follow school rules, violation of uniform dress code, creating a class disturbance, inappropriate language, and fighting.

Parent/Student/Teacher Conferences - Conferences are formally held after the first and third quarter grading periods. Other parent-teacher conferences can be scheduled by either parents or teachers as the need is recognized. Parents should feel free to contact the school at any time to set up a special conference time.

Dual Parent Report - In the case of a student whose parents' marriage has been dissolved or a separation of a parent from the home, the name and address of both parents should be on file. Duplicate copies of school to home communication can be requested.

It was out of frustration and a determination to improve the existing formal methods of communication between parents and teacher that this author began looking into ways to enhance what the school had already accomplished. Although the communication tools discussed in the preceding paragraphs have their benefits, they also have their limitations. Many of the documents are sent home only when students are either doing very well, or more often, very poorly. This author has found through experience that good communication cannot be dependent upon such tools by themselves.

It is from this perspective that a strategy the author called the "Red Folder" system of communication was implemented. It has undergone various changes since its initial implementation, but is basically an instrument that is used to keep the parents of my students informed of their child's academic progress. At the beginning of the year each student is assigned a red folder with their name and number on the cover. The number serves as a time saving technique that allows anyone to quickly see which students have returned their folders on time. A letter (see Appendix K) is sent to parents explaining the red folder and parent comment sheet (see Appendix A). Student work is sent home every week in the red folder. Parents are given an opportunity to quickly and easily communicate their reactions about their child's work and request teacher phone calls by marking the appropriate boxes on the enclosed parent comment sheet.

At one time a Conduct/Work Habits sheet (see Appendix L) was also included in the red folder. Each week the appropriate column on each student's paper would be checked before sending the folders home. Parents were asked to sign the sheet and were given an opportunity to request a phone call from the teacher by simply marking the appropriate column with an "X". It worked well, was well received by parents, all but eliminated behavior problems in the classroom, and helped improve work habits.

After hearing many fellow teachers continually complain about student behavior I suggested they adapt the strategy. After listening to their concerns and suggestions, a conduct sheet (see Appendix B) was devised that could be used with all of our middle school students, by any teacher, at any time. The students stapled their conduct sheets in the inside cover of their agendas

(required assignment notebooks that were to be kept with them at all times). Any school personnel (teacher, sub, librarian, principal, etc.) would simply ask to initial a student's conduct sheet any time inappropriate behavior was demonstrated. It was understood that no one would initial a student's conduct sheet unless the child understood why it was being initialed. The students were then responsible for explaining the reason for the initial to their parents who signed the sheets every Wednesday.

The need arose to seek parental input regarding perceived effectiveness of the revised, composite system of communication techniques. Subsequently, this author designed and implemented a questionnaire to obtain feedback from parents regarding the updated conduct sheet as well as other communication techniques currently being used in this researcher's classroom.

CHAPTER 3

Methodology

A letter (see Appendix M) and questionnaire (see Appendix N) was sent to the parents of the whole population of students taught in grades six and seven (N=63) to elicit feedback on parent/teacher communication techniques employed in the classroom from a parental perspective. This included forty-four sixth graders and nineteen seventh graders in a rural parochial school. The questionnaire was written in hopes of ascertaining a broad range of information. Questions asking about the number and length of times that parents and researcher have communicated this year were written to establish a base point regarding the amount of parent/teacher communication that was actually taking place.

The questions about how informed parents felt about their child's class work in this author's classroom as well as other classrooms were intended to determine if the strategies this author has implemented in the classroom over the past two years made a difference in how informed parents feel about their child's class work. Questions that asked about the effectiveness and the continued use of the parent comment and behavior conduct sheets were written to obtain feedback on specific strategies that were used throughout the year. This author wanted to determine if parents were satisfied with the amount of communication between themselves and the author.

The final question was written to determine if parents communicate more or less often with their child's middle school teachers than their elementary teachers. The author hypothesized that there would be an inverse relationship between the amount of parent/teacher communication that takes place and the

age of the students. This author ended the questionnaire by asking parents who answered 'less often' to the final question to give reasons why they think there is less communication now.

Chapter 4

Results

Fifty-eight (92.1%) of the 63 questionnaires were filled out and returned. Twenty-eight (48.3%) parents took the time to make written comments. Signatures were optional, but nineteen (32.8%) parents signed the questionnaire. Sixteen of the twenty-eight parents who made comments included a signature (57.1%). Twelve (20.7%) parents made comments without signing their names.

More than half of the parents said that they have spoken with me during this school year regarding their son or daughter.

Insert Table 1 about here

A little over 40% of the parents who responded estimated that we had not talked together at all. Thirty-eight percent estimated that we talked between 1-19 minutes. Just over 12% responded that we talked 30 minutes or more this year.

Insert Table 2 about here

Over 90% of the parents questioned estimated that we have communicated less than five times this year. Of that 90%, over thirty-six percent of the parents responded that there has been no communication beyond the red folder system.

Insert Table 3 about here

Over 80% of the parents said that they were kept informed from me about their child's work as opposed to less than 70% by other middle school teachers, but it should be noted that 17.2% of the parents didn't respond to questions four and/or five.

Insert Tables 4 and 5 about here

Parents responded favorably to the use of the parent comment sheet and the red folder system. Over 98% of the parents responding said that they think the "Parent Comment" sheet in the red folder is very to somewhat effective. Ninety-seven percent of the parents responding said that I should continue using the "Red Folder" system next year.

Insert Tables 6 and 7 about here

Over 87% of the parents responding said that they think the "Behavior Conduct" sheet is very to somewhat effective and over 86% said that we should continue using it at the middle school level next year.

Insert Tables 8 and 9 about here

Eighty-one percent of the parents responding said that they are satisfied with the amount of communication between themselves and the author. Over 10% did not respond to the question.

Insert Table 10 about here

The responses to question number ten which asked parents if they think they communicate more or less often with their child's middle school teachers than they did their elementary teachers were about equally divided. A little less than 40% responded more and a little more than 40% responded less.

Insert Table 11 about here

Of the parents who responded that they communicate less often now, most wrote that this was because students need to take more responsibility for themselves as they get older.

Chapter 5

Conclusions

Despite the fact that over 44% of the parents responding to the survey said that they had not spoken with me regarding their child during the current school year and about 80% estimated that we have spent from zero to 20 minutes talking together, 80% responded that they are satisfied with the amount of communication between themselves and me this year. This author attributes the high satisfaction level to the "Red folder" system of communication and the "Behavior Conduct" sheet. This is further evidenced in the fact that over 98% of the parent surveyed found the "Parent Comment" sheet to be somewhat to very effective and 96.6 % think that the "Red Folder" system should be continued to be used next year. A number of parents made comments such as, "I see very few to no papers from any other classes. I wish everyone used the 'Red Folder' idea." and, "I think the red folder should be used as early as 1st grade."

It is partially because of these results that this researcher was surprised to find only 82.8% of the parents who responded to the survey said that this author has kept them informed about their child's work. Every graded paper is sent home in the red folder on a weekly basis for parents to see. Another consideration needs to be how this question was perceived by the parents who answered no (12.5%) or chose not to answer (5.2%).

Despite a few negative comments regarding the "Behavior Conduct" sheet such as, "I don't think they should be used when teachers are having a bad day," 88% of the parents responding found it to be a somewhat to very effective tool and over 86% think we should continue using it again next year.

This is especially interesting since a number of the teachers at the middle school level have questioned its effectiveness.

This author feels that the effectiveness of the behavior conduct sheet has a lot to do with how it has been perceived and explained to parents by teachers at different grade levels. Of the three parents at the sixth grade level who think that we should not use the behavior conduct sheets next year, one said, "communication should be between child and teacher." Another parent said that, "discipline was never a problem which is why I got a little tired of signing the behavior conduct sheet." The third parent gave no reason for not wanting to see it continued. At the seventh grade level, comments were more spiteful. The one parent who responded negatively had this to say, "The behavior conduct sheet appears to be a revenge sheet for teachers who have lost control of their classroom, lost respect of the students, or have lost the ability to channel the abilities of the students toward productive learning activities."

It was interesting to note that the survey results showed that almost 38% of the parents responding think that they communicate more often with their child's middle school teachers than they did with their child's elementary teachers and that just over 41% of them responded less often. This is counter to the author's original hypothesis that there would be a sharp decrease in the amount of communication taking place between parents and teachers as students got older.

Even more surprising were the comments made by parents who think there is less communication now. Some typical comments included: "Multiple teachers vs. a single teacher for elementary." "In Jr. High the students are more responsible for their actions - so in our family if any problems occur it can

usually be resolved between our student and teacher.” “Child is older - seems to be doing okay.” “My child has more teachers, should be more responsible.” “Child understands more what is expected of them. Easier to communicate with the teacher through the child.” “More emphasis placed on the students taking responsibility for their work.”

The recurrent theme here appears to be the idea of the students taking more responsibility for themselves as they get older. This supports what is stated by Gotts and Purnell (1985) in the literature review section of this paper. This researcher thought that the parents who responded less often were going to find fault with the teachers or the system. No one put the blame on teachers, but a few made constructive comments about the way conferences are set up such as, “I would like to see conferences at the 7th and 8th grade level changed to a similar format as the high school. I would like to talk to more of our student’s teachers.” Currently, parents see their child’s advisory teacher unless requests are made by either other teachers or parents to see more than one teacher. There should be additional clarification of this before conference time.

The original intent of this study was to determine how effective middle school teachers create and maintain a positive working relationship with parents. Key elements must include:

- Positive contact - Teachers need to take the initiative to open lines of communication with parents before problems come up.

- Early warning - When problems do arise, teachers need to let parents know about them early on. Teachers cannot expect or obtain parental support if parents are uninformed about a situation.

-Teachers need to listen to and address parental concerns. Whether or not a teacher agrees with a parent's concern doesn't alleviate the need to find a way to address the situation.

-Parents and teachers need to be supportive of one another. It is unrealistic to think that parents and teachers are always going to agree on how to handle various situations; however, parents and teachers should never criticize one another in front of a student. This simply undermines the authority of both.

-Two-way communication - It is important to find ways to overcome the obstacles that get in the way of developing and maintaining effective two way communication.

-Remember that just because a parent isn't on your doorstep all the time doesn't imply a lack of concern. At the middle school level, it is more likely the parents' way of letting their child assume some of the responsibility that all of us should be fostering in the children that we deal with on a daily basis.

-Communication techniques such as the red folder system are very well accepted and appreciated by parents. This particular strategy may not work for all teachers, but the key here is to find ways to keep parents informed of student progress rather than relying on formal communication techniques required by educational institutions.

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TABLE 1

Parent/Teacher Communication Survey

Response to Item 1: Have you spoken with me during this school year regarding your son or daughter?

Response Choice	6A	6B	7B	Total Frequency	Percent
YES	11	17	4	32	55.2
NO	11	2	13	26	44.8
	n = 22	n = 19	n = 17	n = 58	100.0%

TABLE 2

Parent/Teacher Communication Survey

Responses to Item 2: Please estimate the total length of time that we have talked together.

Response Choice	6A	6B	7B	Total Frequency	Percent
A. 0	11	1	12	24	41.4
B. 1-10	6	3	2	11	19.0
C. 11-19	2	7	2	11	19.0
D. 20-29	0	5	0	5	8.6
E. 30+	3	3	1	7	12.1
	n = 22	n = 19	n = 17	n = 58	100.1%

TABLE 3

Parent/Teacher Communication Survey

Response to Item 3: Please estimate the total number of times that we have communicated this year.

Response Choice	6A	6B	7B	Total Frequency	Percent
A. 0	9	1	11	21	36.2
B. 1-2	9	6	5	20	34.4
C. 3-5	2	9	1	12	20.7
D. 6-10	1	3	0	4	6.9
E. 11+	0	0	0	0	0
No Answer	1	0	0	1	1.7
	n = 22	n = 19	n = 17	n = 58	99.9%

TABLE 4

Parent/Teacher Communication Survey

Responses to Item 4: Do you think that you were kept informed from me about your son's or daughter's work?

Response Choices	6A	6B	7B	Total Frequency	Percent
YES	17	19	12	48	82.8
NO	3	0	4	7	12.1
No Answer	2	0	1	3	5.2
	n = 22	n = 19	n = 17	n = 58	100.1%

TABLE 5

Parent/Teacher Communication Survey

Responses to Item 5: Do you think that you were kept informed from your child's other middle school teachers about your son's or daughter's work?

Response Choices	6A	6B	7B	Total Frequency	Percent
YES	18	13	8	39	67.2
NO	3	3	6	12	20.7
No Answer	1	3	3	7	12.0
	n = 22	n = 19	n = 17	n = 58	99.9%

TABLE 6

Parent/Teacher Communication Survey

Responses to Item 6: How effective do you think the "Parent Comment" sheet in the red folder is?

Response Choices	6A	6B	7B	Total Frequency	Percent
Very effective	16	8	8	32	55.2
Somewhat effective	5	11	9	25	43.1
Somewhat ineffective	1	0	0	1	1.7
Very ineffective	0	0	0	0	0
	n = 22	n = 19	n = 17	n = 58	100.0%

TABLE 7

Parent/Teacher Communication Survey

Responses to Item 7: Do you think I should continue using the "Red Folder" system next year?

Response Choices	6A	6B	7B	Total Frequency	Percent
YES	21	18	17	56	96.6
NO	1	0	0	1	1.7
No Answer	0	1	1	1	1.7
	n = 22	n = 19	n = 17	n = 58	100.0%

TABLE 8

Parent/Teacher Communication Survey

Responses to Item 8: How effective do you think the "Behavior Conduct" sheet is?

Response Choices	6A	6B	7B	Total Frequency	Percent
Very effective	11	10	6	27	46.6
Somewhat effective	9	6	9	24	41.4
Somewhat ineffective	1	1	1	3	5.1
Very ineffective	0	2	1	3	5.1
No Answer	1	0	0	1	1.7
	n = 22	n = 19	n = 17	n = 58	99.9%

TABLE 9

Parent/Teacher Communication Survey

Responses to Item 9: Do you think the middle school should continue using the "Behavior Conduct" sheet next year?

Response Choices	6A	6B	7B	Total Frequency	Percent
YES	19	16	15	50	86.2
NO	1	2	1	4	6.9
Not Sure	1	0	0	1	1.7
No Answer	1	1	1	3	5.1
	n = 22	n = 19	n = 17	n = 58	99.9%

TABLE 10

Parent/Teacher Communication Survey

Responses to Item 10: Are you satisfied with the amount of communication between you and me this year?

Response Choices	6A	6B	7B	Total Frequency	Percent
YES	17	17	13	47	81.0
NO	1	2	2	5	8.6
No Answer	4	0	2	6	10.3
	n = 22	n = 19	n = 17	n = 58	99.9%

TABLE 11

Parent/Teacher Communication Survey

Response to Item 11: Do you think that you communicate more or less often with your child's middle school teachers than you did with his/her elementary teachers?

Response Choices	6A	6B	7B	Total Frequency	Percent
More often	8	8	6	22	37.9
Less often	9	7	8	24	41.4
Same	4	2	2	8	13.8
No Answer	1	2	1	4	6.9
	n = 22	n = 19	n = 17	n = 58	100.0%

Appendix A
Parent Comment Sheet

Appendix B
Sample Conduct Sheet

MAY/JUNE CONDUCT SHEET FOR _____

DATE		ADV	REL	GUID	MATH	SCI	SS	LA	HEALTH	MUSIC/ ART/PE	COMP	STUDY	BATH	HALL	LUNCH	RECESS	MASS	LIB	PARENT'S SIGNATURE	
5/1	THUR																			
5/2	FRI																			
5/5	MON																			
5/6	TUE																			
5/7	WED																			
		ADV	REL	GUID	MATH	SCI	SS	LA	HLTH	MUSIC/ ART/PE	COMP	STUDY	BATH	HALL	LUNCH	RECESS	MASS	LIB	PARENT'S SIGNATURE	
5/8	THUR																			
5/9	FRI																			
5/12	MON																			
5/13	TUE																			
5/14	WED																			
		ADV	REL	GUID	MATH	SCI	SS	LA	HLTH	MUSIC/ ART/PE	COMP	STUDY	BATH	HALL	LUNCH	RECESS	MASS	LIB	PARENT'S SIGNATURE	
5/15	THUR																			
5/16	FRI																			
5/19	MON																			
5/20	TUE																			
5/21	WED																			
		ADV	REL	GUID	MATH	SCI	SS	LA	HLTH	MUSIC/ ART/PE	COMP	STUDY	BATH	HALL	LUNCH	RECESS	MASS	LIB	PARENT'S SIGNATURE	
5/22	THUR																			
5/23	FRI																			
5/26	MON	MEMORIAL DAY - NO SCHOOL																		
5/27	TUE																			
5/28	WED																			

STUDENT: _____
Institutional Review Board (IRB) # _____
Department of Psychology

EXPERIMENT # _____

COMMUNITY _____

DATE _____

STUDENT ID: _____
STUDENT NAME: _____
STUDENT NUMBER: _____
STUDENT ADDRESS: _____

Appendix C Report Card

STUDENT ID: _____
STUDENT NAME: _____
STUDENT NUMBER: _____

STUDENT ID: _____
STUDENT NAME: _____
STUDENT NUMBER: _____

STUDENT ID: _____
STUDENT NAME: _____
STUDENT NUMBER: _____

STUDENT ID: _____
STUDENT NAME: _____
STUDENT NUMBER: _____

STUDENT ID: _____
STUDENT NAME: _____
STUDENT NUMBER: _____

STUDENT ID: _____
STUDENT NAME: _____
STUDENT NUMBER: _____

STUDENT ID: _____
STUDENT NAME: _____
STUDENT NUMBER: _____

STUDENT ID: _____
STUDENT NAME: _____
STUDENT NUMBER: _____

STUDENT ID: _____
STUDENT NAME: _____
STUDENT NUMBER: _____

STUDENT _____ GRADE _____
 SCHOOL/CITY Immaculate Conception-St. Joseph YEAR 1996-97
 Gilbertville and Raymond, Iowa

HOMEROOM TEACHER _____

RELIGION	COMMENTS	COMMENTS
<input type="checkbox"/> Message--Knowledge of Content <input type="checkbox"/> Community--Evidence of Christian relationships <input type="checkbox"/> Service--Observable Christian involvement		
SCIENCE <input type="checkbox"/> Understanding of Concepts <input type="checkbox"/> Experimentation Skills <input type="checkbox"/> Health		
SOCIAL STUDIES <input type="checkbox"/> Understanding of Concepts <input type="checkbox"/> Skills: map, globe, graph, reference <input type="checkbox"/> Discussion skills		
MUSIC <input type="checkbox"/> Rhythm <input type="checkbox"/> Melody <input type="checkbox"/> Concepts <input type="checkbox"/> Music Appreciation		
ART <input type="checkbox"/> Knowledge of Principles <input type="checkbox"/> Fundamental Skills <input type="checkbox"/> Art Appreciation		
PHYSICAL EDUCATION <input type="checkbox"/> Knowledge of Concepts <input type="checkbox"/> Fundamental Skills <input type="checkbox"/> Sportsmanship		

PERSONAL/SOCIAL GROWTH +means that adequate growth is being made. 0 means improvement is needed. <input type="checkbox"/> Follows directions <input type="checkbox"/> Uses time productively <input type="checkbox"/> Works well independently <input type="checkbox"/> Works well in a group <input type="checkbox"/> Works neatly, accurately <input type="checkbox"/> Conveys positive attitude <input type="checkbox"/> Is self-directed <input type="checkbox"/> Accepts suggestions for improvement		

EXPLANATION OF ACADEMIC CODE	DAYS ABSENT	DAYS TARDY
E - Excellent progress for this student		
G - Good progress for this student		
S - Satisfactory progress for this student		
U - Unsatisfactory progress for this student		
NA - Not applicable at this time		
First / Second Quarters Third / Fourth Quarters Total		

This student has been assigned to _____ Grade for the _____ year.

STUDENT _____ GRADE _____
 SCHOOL/CITY Immaculate Conception-St. Joseph YEAR 1996-97
 Gilbertville and Raymond, Iowa

READING

_____	Vocabulary
_____	Understanding what is read
_____	Application of word attack skills
_____	Critical reading
_____	Study skills
_____	Oral interpretation
_____	Independent reading

Book/Part _____
 Book/Part _____

COMMENTS

COMMENTS

LANGUAGE

Written Expression

_____	Composition Skills
_____	Proofreading and editing
_____	Mechanics and usage

Oral Expression

_____	Clear expression of ideas
_____	Correct usage

COMMENTS

SPELLING

_____	Lessons
_____	Tests
_____	Application

HANDWRITING

_____	Skills
_____	Application

COMMENTS

MATHEMATICS

_____	Understanding of Concepts
_____	Problem Solving Skills
_____	Computation Skills

COMMENTS

Book/Part _____

Book/Part _____

COMMENTS

EXPLANATION OF ACADEMIC CODE

- E - Excellent progress for this student
- G - Good progress for this student
- S - Satisfactory progress for this student
- U - Unsatisfactory progress for this student
- NA - Not applicable at this time

Appendix D
Mid-Quarter Warnings and Exceptionals

Immaculate Conception-St. Joseph School

COMMENDABLE ACADEMIC PROGRESS REPORT

Your student's good performance is to be commended. At this time the student named below has shown commendable academic performance in _____.

Comments: _____

Student: _____



Date: _____

Teacher: _____

Principal: _____

STUDENT'S NAME	ACADEMIC PROGRESS REPORT	DATE
CLASS		TEACHER
SUBJECT		COUNSELOR

INSTRUCTIONS

1. The purpose of this report is to inform you of the student's present status in this subject:
 + — VERY GOOD ✓ — SATISFACTORY - — NEEDS IMPROVEMENT
2. A very good performance is to be commended. If improvement is needed, please study the recommendation(s) checked (✓) below as well as additional comments, if any. ITEMS NOT NOTED WERE NOT EVALUATED AT THIS TIME.

CURRENT STATUS:

ABILITY	ATTITUDE	PERFORMANCE
<input type="checkbox"/> APTITUDE IN SUBJECT	<input type="checkbox"/> ATTENDANCE/LATENESS	<input type="checkbox"/> TEST SCORES
<input type="checkbox"/> FOUNDATION IN SUBJECT	<input type="checkbox"/> PREPARATION FOR CLASS	<input type="checkbox"/> HOMEWORK/NOTES
<input type="checkbox"/> MOTIVATION	<input type="checkbox"/> APPROACH TO STUDIES	<input type="checkbox"/> ATTENTION
<input type="checkbox"/> WORKING TO POTENTIAL	<input type="checkbox"/> RESPONSIBILITY	<input type="checkbox"/> PARTICIPATION/COOPERATION

RECOMMENDATION(S):

<input type="checkbox"/> CONTINUED GOOD PROGRESS	<input type="checkbox"/> STUDY THIS SUBJECT EARLY IN THE EVENING	<input type="checkbox"/> IMPROVED PREPARATION AFTER SCHOOL HELP
<input type="checkbox"/> IMPROVED EFFORT	<input type="checkbox"/> IMPROVED CLASSWORK	<input type="checkbox"/> TUTORING
<input type="checkbox"/> PARENT-TEACHER CONFERENCE	<input type="checkbox"/> MORE SERIOUS APPROACH TO STUDIES	

ADDITIONAL COMMENTS:

[Faint text]

Appendix E
Late Assignment Notice

[Faint text]

LATE ASSIGNMENT NOTICE

NAME: _____ DATE: _____

CLASS: _____ ASSIGNMENT: _____

_____ 1st late assignment (finish at home) COMMENTS:
_____ 2nd late assignment (finish at home)
_____ 3rd late assignment (finish at school)
_____ _____ late assignment (finish at school)

Date: _____

Time: _____

Teacher Signature: _____

Student Signature: _____

Parent Signature: _____

Appendix F

Appendix F

H.E.L.P. Time Slip

Project: [Faint text]

Client: [Faint text]

Date: [Faint text]

Time: [Faint text]

Location: [Faint text]

Description: [Faint text]

Time Spent: [Faint text]

Rate: [Faint text]

Total: [Faint text]

H.E.L.P. Time Slip--Help Elevate Learning Potential

Name: _____

Date: _____

_____ Religion / HGD
_____ Sp / LA / Reading
_____ Math

_____ Social Studies
_____ Science
_____ Guidance

_____ Art
_____ Health
_____ Music

Help with:

Homework _____ Project Work _____ Tests/Quizzes _____

Skill Work _____

Other _____

Date _____

Time _____

_____ Please check here if this time will not work. I will contact you to set up a more convenient time.

Teacher signature: _____

Parent signature: _____

Appendix G

Athletic Eligibility Parent Note

Athletic Eligibility Parent Note

Name: _____

Date Given: _____

A check was given in:

- Religion / HGD
- LA
- Sp / Voc
- Math
- Music
- Social Studies
- Science
- Art

A check was given because of:

- behavior
- incompleting assignments
- unsatisfactory quiz or test grade(s)

Teacher Signature: _____

Parent Signature: _____

Appendix H
Dress Code Warning

UNIFORM () WARNING () DETENTION

Name _____ Teacher Signature _____

Date _____ Parent Signature _____

After two warnings, a detention will be served. Please discuss this with your child. Contact the homeroom teacher if you have any questions.

Girls: Grades K-8: Plaid skirts and/or jumpers from Dennis Uniforms. Fabric and patterns available. Must be sewn to exactly match style from company. **NO NAVY BLUE SKIRTS OR JUMPERS** for Grades K-7.

8th Grade Girls only: In addition to the above, 8th grade girls may wear Don Bosco's navy blue uniform pants or navy blue skirt. They must be purchased through Don Bosco. Fabric is also available for sewing.

Slacks: Navy blue corduroy or gabardine available from Dennis Uniforms. May be purchased elsewhere if style and color match uniform samples. Twill acceptable if purchased elsewhere.

Blouses: Plain, all white, long or short sleeve with sport collar or Peter Pan collar. A plain white long or short sleeve polo or lightweight WHITE turtleneck may also be worn. (No colored trim, lace, emblems, etc.) Red polo, long or short sleeved, or a red long sleeved turtleneck may also be worn - must match the Dennis red. Shirts and blouses **must be tucked in at all times.**

Sweaters/Vests: Colors are navy blue, white or red. Navy blue and white may be purchased locally or through Dennis Uniforms. Red sweaters must be purchased through Dennis Uniforms. Styles are: V-neck cardigan, V-neck pullover or V-neck vest. Must be flat weave, no cable or shaker weave.

Sweatshirts: I.C.-St. Joseph sweatshirts purchased from the Home School Association may be worn. The sweatshirt may be no longer than hip length, and must be worn with a white or red uniform shirt underneath.

Shorts: Navy blue uniform shorts can be purchased from the Dennis Uniform Company. Shorts may be purchased elsewhere if style (this is a mid-thigh length style) and color match the Dennis uniform. Shorts may be worn from the first day of school through October 31 and again from April 1 through the last day of school.

Jewelry: No dangling earrings, no large necklaces or bracelets.

Make up: None may be worn.

Boys: Grades K-8:

Pants: Navy blue corduroy or twill--available from Dennis Uniforms. May be purchased elsewhere if style and color match uniform fabric samples.

Shirts: Plain, white long or short sleeve with sport collar or plain white long or short sleeve polo or lightweight WHITE turtleneck. May be purchased elsewhere. Red polo, long or short sleeved, or a red long sleeved turtleneck may also be worn--must match the Dennis red. Shirts must be tucked in at all times.

Sweaters/Vests: Same dress code as girls.

Sweatshirts/Shorts: Same dress code as girls.

Boys and Girls, Grades K-8:

Shoes: Any style provided the heels do not leave black marks on the floor. Tennis shoes must be clean, without holes and tied. No hiking boots.

Stockings/Tights: Plain white, red or navy must be worn.

Belts: Must be worn if pants have loops.

Hair: Clean and of reasonable length. (Left to the discretion of the Administrator.)

Appendix I
Sample School Newsletter

Immaculate Conception - St. Joseph
May 22, 1997

Dear Families:

MASS: Friday, May 23, 8:00 a.m. at Immaculate Conception, Gilbertville
Theme: "Who Is My Neighbor"
Planned by: Miss Mayer's 8th Grade Religion Class

THE LAST DAY OF SCHOOL - PLANNING AHEAD: On the last day of the school year, Tuesday, June 3rd, all students will spend the day at the Immaculate Conception Center in Gilbertville. The all-school Mass at 8:00 a.m. at the Immaculate Conception Church will be our last school community celebration of liturgy with Father Secora before his move to St. Patrick's in Cedar Falls this summer. Parents and families are invited to attend.

The field day team is planning activities for all students for the remainder of the day: **early dismissal for all students is 10:45 a.m.** because of sharing bus routes.

SECOND GRADE--SHADOW EXPERIENCE: To help our present second grade students prepare for their move next year to the Gilbertville center, on Friday, May 30th, they will be the guests of and spend the day shadowing the activities of a regular day with our present third graders. They will go to liturgy, classes, playground, lunchroom, and have a chance to meet our third grade teachers, as well as the other people who will work with them next year.

MOVING DAY: No classes on Friday, May 30th for Kindergarten and First Grade students ONLY. After the liturgy on Friday, May 30th, the seventh grade students will go by van to Raymond to help with the move in classrooms at the St. Joseph Center for the new every day kindergarten program. They need to bring completely disposable lunches--beverages will be provided. They will be dismissed at the regular 2:10 p.m. St. Joseph Center dismissal time. The Ryder bus will be there to bring students to Gilbertville for their regular routes home. A special thanks to these students for their leadership and service!

REMINDER TO ALL STUDENTS: ALL FINES from the library, damaged books, and any money owed needs to be paid before students will receive their report card or any grades released. Please check to make sure you have taken care of everything.

CONGRATULATIONS to our Varsity Baseball Team for their 1st place finish in the metro baseball tournament this past weekend. **GREAT JOB!!**

MEMORIAL DAY - MONDAY, MAY 26TH - NO SCHOOL

8th GRADE PROMOTION will take place on Thursday evening, May 29th, at 7:00 p.m. at St. Joseph parish in Raymond. Seventh grade families will host a reception in the parish hall after the liturgy.

SCRIP: Thank you for your order. Your order will be sent home with your child on Friday. Immaculate Conception-St. Joseph School's profit was \$350.00 Call Kathy Frampton (296-3179) or Mary Kay Kane (234-5059) if you need extra Scrip.

This summer we would like to try a standing order for groceries. Standing orders for Hy-Vee and Nash Finch will be once every two weeks and regular orders will be June 8, July 13, and August 10. More information will be available soon.

The next order due date will be Sunday, June 8th. Please place all orders in the collection baskets at any one of the weekly masses. Any questions, please call Joli Becker, 296-3857, or Renee Pecenka, 296-3888. Thank you!

Reminder - please check all Scrip certificates for their expiration dates!

THE FIRST COMMUNION CLASS is invited to participate in the Corpus Christi procession at Immaculate Conception Church on Sunday, June 1st, at the 10:00 a.m. mass. Please wear your 1st Communion clothes and bring a small basket. Plan to meet in the Heritage Room at 9:45 a.m.

1997-98 FOOTBALL: Current 5th, 6th, and 7th grade students who plan to go out for football this fall should get parental permission and then sign-up on the sheets posted outside their classrooms. Students will need to turn in at the school office a physical form and their sports fee before practice begins. Coach Ryan will contact participants at the end of the summer with information regarding practices.

THE I.C. CENTER LIBRARY will close on Wednesday, May 28th. All fines should be paid and books turned in by this date.

HOT LUNCH MENU for May 27 - May 30 and June 2:

Monday: No School

Tuesday: Tacos, lettuce, mixed fruit, sandwich

Wednesday: Maidrites, green beans, peaches

Thursday: Ham, scalloped potatoes, pineapple, tea roll

Friday: Mixed sandwiches, corn, applesauce

Monday: Potatoes, beef or chicken gravy, lettuce, mixed fruit, sandwich

CONGRATULATIONS to 5th grade student, Amanda Wellner (Pat and Brenda Wellner) who was chosen as a cast member for the musical "Annie", being performed this summer by the Waterloo Community Playhouse. Amanda will appear in the New York scenes. Amanda's dog, Sam, will also have a role in the play as Orphan Annie's dog, Sandy! The play will run July 8th through the 26th.

DARYL WEBER WRESTLING CAMP application forms are available at the Immaculate Conception Center office.

CAR POOLING FOR SUMMER ENRICHMENT PROGRAM: The Immaculate Conception Center has received a list of names of those families from our school interested in car pooling for the Summer Enrichment Program. If you are interested in car pooling, please call the school for more information.

THE CATHOLIC ORDER OF FORESTERS is sponsoring a photo and poster contest for children ages 6 through 21 and who hold an individual insurance policy with C.O.F. Interested students should contact their art teachers for additional information.

THE IOWA STATE FAIR and the Iowa Department of Education are sponsoring a Spelling Bee for elementary school children in Iowa. The spelling Bee will be held at the Iowa State Fair in the Family Center on Friday, August 8th. Spelling Bee entry forms are available at the Immaculate Conception Center office.

THE LAST CUB SCOUT PACK MEETING for this year will be Tuesday, May 27th, at 7:00 p.m. at St. Mary's Hall.

GIRL SCOUT EARLY BIRD REGISTRATION for next year for girls in Troop #626 need to be turned in with the \$7.00 fee to Brenda Wellner no later than Wednesday, May 28th.

DETENTION NOTICE

Notice is hereby given that the following information is being disseminated to the public:

1. Name of the individual: [Redacted]

Appendix J

Detention Notice

2. Date of birth: [Redacted]

3. Social Security Number: [Redacted]

4. Date of arrest: [Redacted]

5. Location of arrest: [Redacted]

6. Reason for arrest: [Redacted]

7. Name of the arresting agency: [Redacted]

8. Name of the individual: [Redacted]

9. Date of release: [Redacted]

DETENTION NOTICE

Name _____

will serve detention at 3:30 - 3:15 p.m. on

_____ (date).

_____ Failure to follow school rules

_____ Violation of uniform dress code

_____ Creating a class disturbance

_____ Inappropriate language

_____ Other _____

Detention given by _____

Date given _____

Parent's signature _____

10/20/2011

Appendix K

Beginning of the Year Parent Letter

Date (beginning of school year)

Dear Parents:

I have found that when students reach this level parents and teachers are not as inclined to call and talk each other as they may have in the past. This is due in part to the fact that your child is dealing with a larger number teachers on a daily basis. I also feel that at this age both parents and teachers want to step back a little and give kids the opportunity to grow and work things out on their own. Together, we can guide students to take responsibility for their own learning and become independent. In an attempt to open the lines of communication between us I will send work home on a weekly basis using what I call the "red folder" system of communication.

Every **Wednesday** your child will be bringing home a red folder. On the right hand side of the folder you will find any graded work (quizzes, tests, etc.) that your child has completed during the past week. (There may be an occasional week where no papers will be sent home.) I ask that you set aside a few minutes to go over these papers with your child, check and sign the appropriate boxes on the comment sheet and return these papers back to me in the folder by the following **MONDAY** morning.

Please do not write comments that you want me to see on the student's papers. I have the kids file these and I don't look over the individual papers upon their return unless I'm alerted to look for a comment.

Remember this is just one method to keep the lines of communication open between us. If you have any questions or concerns about something that is going on in the classroom do not hesitate to contact me.

I look forward to working with you and your child this year. Thank you for your help and support.

Sincerely,

Mrs. Christine Bailey

I ask that you sign below and return this portion of the letter to school with your child. Please feel free to make any comments in the space provided.

(Parent's signature)

Appendix L

Appendix L
Appendix L
Appendix L
Appendix L
Appendix L

Appendix L

Conduct Work Habits Sheet

CONDUCT / WORK HABITS FOR

- *Listens to and is open to others' thoughts and ideas.
- *Follows both oral and written directions.
- *Behaves appropriately in and out of classroom.
- *Has a positive attitude towards self, classmates, and teachers.
- *Is willing to work cooperatively with others.
- *Brings necessary materials to class.
- *Work is done neatly, completely and on time.

	ALMOST ALWAYS	USUALLY	OFTEN HAS TO BE REMINDED	HAVING DIFFICULTY	LITTLE OR NO CHANGE	PARENT'S SIGNATURE	"X" IF YOU REQUEST A CALL
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							
WEEK 6							
WEEK 7							
WEEK 8							
WEEK 9							

Appendix M

Questionnaire Letter

April 22, 1997

Dear Parents,

As you may already know, I am working on my Master's degree. I am currently working on my thesis entitled "Parent/Teacher Communication in a Middle School Setting". I would appreciate your input in the area of parent/teacher communication. Please take a moment to fill out the questionnaire on the back of this paper. Feel free to make any additional comments in the space provided. Your signature is optional.

Thank you for your time and thoughts.

Mrs. Christine Bailey

signature (optional)

Appendix N
Questionnaire

Parent Questionnaire

1. Have you spoken with me during this school year regarding your son or daughter?

YES NO

2. Please estimate the total length of time that we have talked together.

A. 0 min. B. 1-10 min. C. 11-19 min. D. 20-29 min. E. 30+ min.

3. Please estimate the **total number of times** that we have communicated this year (include phone calls, conferences, before or after school meetings, open house, and notes, etc., but do NOT include the number of times you have seen the red folder).

A. 0 B. 1-2 C. 3-5 D. 6-10 E. 11 or more

4. Do you think that you were kept informed **from me** about your son's or daughter's class work?

YES NO

5. Do you think that you were kept informed from your child's **other middle school teachers (6,7,8)** about your son's or daughter's class work?

YES NO

6. How effective do you think the "Parent Comment" sheet in the red folder is?

Very effective Somewhat effective Somewhat ineffective Very ineffective

7. Do you think I should continue using the "Red Folder" system next year?

YES NO

8. How effective do you think the "Behavior Conduct" sheet is?

Very effective Somewhat effective Somewhat ineffective Very ineffective

9. Do you think the middle school (6,7,8) should continue using the "Behavior Conduct" sheet next year?

YES NO

10. Are you satisfied with the amount of communication between you and me this year?

YES NO

11. Do you think that you communicate **more or less often** with your child's **middle school teachers** than you did with his/her **elementary teachers**?

MORE OFTEN LESS OFTEN

12. If you answered **LESS OFTEN** to the above question, please give reasons why you think there is less communication now.
