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Editorial Policy and Procedure

The School Community Journal is committed to scholarly inquiry, discussion, and reportage of topics related to the community of the school. Manuscripts are considered in four categories: (1) research (original, review, and interpretation), (2) essay and discussion, (3) reports from the field, including descriptions of programs, and (4) book reviews. The journal follows the format suggested in the Publication Manual of the American Psychological Association, Fifth Edition.

Contributors should send two copies of the manuscript; an abstract of no more than 250 words; key word list; a one paragraph description of the author; and a phone number, fax number, and e-mail address where the author can be reached to:

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Please send an electronic copy as an e-mail attachment to editor@adi.org OR include a copy of the manuscript on diskette (in Word if possible, APA format with titles italicized). The cover letter should state that the work is not under simultaneous consideration by other publication sources. Manuscripts are returned only if accompanied by a self-addressed, stamped envelope.

As a refereed journal, all submissions undergo a blind peer review as part of the selection process. Therefore, please include the author’s description and other identifying information on a separate page and in a separate electronic file.

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Requests for Manuscripts

*The School Community Journal* publishes a mix of:

1. research (original, review, and interpretation),
2. essay and discussion,
3. reports from the field, including descriptions of programs,
4. book reviews.

The journal seeks manuscripts from scholars, administrators, teachers, school board members, parents, and others interested in the school as a community. Please see editorial policy on page 2 for submission information.

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Editor’s Comments

In our Spring/Summer 2006 issue, executive editor Sam Redding described most research as a matter of nibbling away at questions needing answers. We continue in this issue to nibble away, showing evidences of the benefits of parental involvement in children’s learning and potential avenues to that involvement. My thought is that surely all the nibbling over the past fifteen (or more) years, reported both in this journal and elsewhere, must surely add up to a huge bite in the right direction!

Our first article by Ho is a look at parent involvement in Hong Kong – interesting because it shows that the negative effects of low socioeconomic status, single-parent homes, or immigrant status can apparently be neutralized by establishing social networks and investment in resources. In the next article, Li studies a growing population of middle-class Chinese immigrants in the United States, and finds that in some areas of practice, the typical reports of Asian parents’ behavior do not hold true for this group.

Howland, Anderson, Smiley, and Abbott describe the implementation of a school liaison program in a large urban district. The apparent success of hiring a parent to bridge the gap between parents of special needs students and the schools has prompted them to provide more such liaisons to help all the district’s elementary students.

Next, Kliman examines an attempt to involve parents in their children’s math learning, in this case, totally disconnected from school. I was fascinated that parents reported their children’s enjoyment and learning, but did not connect the learning to potentially affecting school performance.

The next article by Ouimette, Feldman, and Tung looks at engaging diverse parents in an urban, public high school. Although the high school they describe is definitely unique, their plan of providing multiple entry points for parents, respecting their differing dispositions, and engaging students in ongoing communication with parents and school staff is one that may be very beneficial to other secondary school leaders.

Finally, Longwell-Grice and McIntyre take a critical look at a family literacy program – what it accomplished and failed to accomplish – with suggestions for others developing such programs.

While the special volume on parental involvement concludes with this issue, we will continue to monitor the nibbling, while we hope with Dr. Redding that “a couple of big studies will knock the ball out of the park and answer these questions convincingly.”

Lori Thomas
October 2006