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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 three categories: (1) research (original, review, and interpretation), (2) essay and discussion, and (3) reports from the field, including descriptions of programs. The journal follows the format suggested in The Chicago Manual of Style.

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"There is no better place to create a community of caring than in our schools—the heart of our future."

Patricia Gándara

Center for the School Community

The Center for the School Community, a division of the Academic Development Institute, is dedicated to the study of the school as a community.

The school is often discussed in terms of its relationship to the community, suggesting that the school is something apart from community. In fact, the school exists within a mosaic of overlapping communities and is, itself, capable of functioning as a community.

A community is a group of people associated with one another who share some common values. Geography does not make community, nor does membership nor casual affiliation. When the school functions as a community rather than in a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children.

At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents but full partners in the education of their children and of each other’s children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.

To this image of the school as a community, the Center for the School Community is devoted.
Contents

Editorial: What is a School Community, Anyway? 7
   Sam Redding

Structures and Processes of Planned Change 11
   Paul Baker, Deborah Curtis, Wayne Benenson

The PTA as a Promoter of School Community 21
   Frank P. Belcastro

Teacher Empowerment: Community Spirit Can Make the Difference 25
   Timothy J. Bergen, Jr.

Building a Multi-Ethnic, Family-School-Community Partnership: Coalition for PRIDE 33
   Karen Brown & Nancy Feyl Chavkin

Leadership and Participation: How a Principal Achieves Both 37
   Doug McCullough

The Public Library: A Major Community Resource For Achieving the Nation’s Education Goals 43
   Samuel S. Peng

Forging An Alliance In a Multi-Ethnic School Community 53
   Janice Rosales

Who’s Doing What: Organizations, Programs, Projects and Centers Concerned with School Community 57