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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 include a copy of the manuscript on diskette (in Word if possible, APA format with titles italicized) OR send an electronic copy as an e-mail attachment to editor@adi.org. 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, and
- (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

This issue is full of excellent offerings, if they are a bit eclectic. The common denominator is a concern for involving all constituents of the school community in collaboration for the benefit of children. That is, after all, the historically constant goal of this journal, and each article of this issue adds in its own way to the toolbox available for accomplishing this goal.

Each of the first two articles examines an area of current public interest. Quezada presents a case study of a parent involvement initiative facilitated by a faith-based organization, giving us a thorough explanation of the benefits and borders involved in such an endeavor. Barwegen and her colleagues pose an interesting question: If perceived parent involvement is factored into the equation, how do homeschool and public school students compare academically?

Tuinstra and Hiatt-Michael examine the emerging and promising practice of student-led parent conferences in middle schools. With some time and effort, this idea has great potential for enhancing a school community without a huge monetary investment. Next, Villani presents a case study of how a school leader can effectively create a learning community.

Lewis examines an often overlooked, yet integral, part of nearly every U.S. school's community: the instructional aide. Her work presents both encouragement and challenges for making the most of these educational partners' potential. Garcia and Hasson draw on their extensive experience in the area of family literacy programs to describe elements that can make such programs effective in linguistically and culturally diverse areas. Their suggestions are practical and full of potential for creating a productive learning community.

A literature review of the exploding area of character education follows. Prestwich gives an excellent overview from her own perspective as one truly "in the trenches." Finally we have our first book review, an interesting look at a thought-provoking book. We hope this is the first such review of many, as a service to you, our readers.

Most of the contributors express a need for further research in their respective areas, and we certainly concur. More inquiry can only help us to more efficiently and effectively serve our school communities.

Lori Thomas, Editor
April, 2004

