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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.

Subscription to *The School Community Journal*

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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. See also the special “call for papers” on page 5.

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Call for Papers

The School Community Journal is planning to publish the Spring/Summer 2006 as a special issue focused on the four sets of questions posed at AERA relating to the future of family-school-community partnership research and practice (see “Rallying the Troops, particularly p. 8, in this issue). Please submit papers related to this theme for consideration as per instructions on page 2, marked “for special issue.”

Editor’s Comments

Sam Redding climbs out of the trenches working for parent involvement and school reform just long enough to echo the rallying cry sounded in Montreal in April—a cry to circle the wagons and form ranks, with the goal of producing both serious research and an organized movement in the area of family-school-community partnerships. The above call for papers further seeks to help us move toward these goals.

Evans, Baugh, and Sheffer then look at an important question about CSR: What happens after initial reforms are implemented? Next, Kyle McIntyre, Miller, and Moore look at home visits done with careful planning and guided reflection, followed by an examination by Jackson and Remillard of African American mothers’ involvement in their children’s learning. Both these articles highlight yet again the desire of *all* parents to help their children succeed in school, contrary to the (unfortunately) widespread public conception that many minorities and the poor care little about education. As Kyle and colleagues note: “Many people would find this kind of elaborated support, provided by a working class mother, surprising” (p. 39).

Following, Fleming provides an animated program report on a successful literacy tutoring project with implications for potential replication. Then Pelletier and Corter share some fascinating research on a school readiness program for prekindergarten children and their parents in Canada. In our last article, Graham-Clay gives practical suggestions for successful communication between teachers and parents that “may seem very basic to those already actively promoting parental involvement, but unfortunately, many teachers have not been trained in nor are they practicing proactive communication with parents” (p. 117). Finally, we close with a book review of Gestwicki’s *Home School and Community Relations: A Guide to Working with Families*. Estep proposes that anyone working in early childhood education will find this book to be a valuable resource.

Dr. James Comer spoke in April at a dinner hosted by *The School Community Journal* and the Academic Development Institute. He reminded us of the importance of the work we are doing, and the admonition to “keep going” although the work may be long and difficult. May his own story of success despite a humble background, because of his own parents, school, and community uniting on his behalf, inspire us to “keep going!”

Lori Thomas, Editor
May, 2005

