School Community Journal Description and Submission Information

The school can function as a thriving community. The *School Community Journal* includes research and field reports related to the school functioning as a community of teachers, students, parents, and staff. Family–school relations, site-based management, homework, sociology of education, systems theory, the classroom community, and other topics concerning early childhood and K–12 education are covered. Book reviews and briefs are also included.

(see the final section below for the Call for Papers presented in the Fall/Winter 2023 issue and an addition to the call in January 2025)

Editorial Policy and Procedure

Since 1991, the nonpartisan *School Community Journal* has been committed to scholarly inquiry, discussion, and reportage of topics related to the community of the school. Manuscripts are considered in five categories: (1) research (original, review, and interpretation), (2) essay and discussion, and (3) reports from the field, including descriptions of programs, (4) book reviews, and (5) research briefs and/or practice briefs. The journal generally follows the format suggested in the *Publication Manual of the American Psychological Association, 7th ed.*, with the exceptions and additional instructions noted below (see "Please Note" below). Please avoid politically or otherwise polarizing or deficit language (used to describe groups, peoples, belief systems, races, etc.)—all our children need all adults collaborating, and such language is a barrier to true partnerships.

Contributors should send, via e-mail attachments of electronic files (in Word), the manuscript including a one paragraph abstract of no more than 250 words; a one paragraph description of each author, including current position and research interests; and a mailing address, phone number, and email address where each author can be reached to:

editor@adi.org

You should receive an email confirming receipt of your submission within 7-10 days—if you do not, please email again to confirm receipt of the submission.

As a refereed journal, all submissions undergo a blind peer review selection process. Therefore**, please include the author's description and other identifying information in a separate electronic file**. The abstract and any tables or figure should be included in one file with the manuscript. Identifying references may be designated "Author, year" for the review. The cover letter should state that the work is not under simultaneous consideration by other publications. Mailing us a hard copy of the manuscript is **not** necessary.

The use of artificial intelligence (AI) to create submissions is discouraged; any use of AI in creating a submission should be fully disclosed and explained (how and to what extent) in the cover letter accompanying the submission.

Please Note: The SCJ generally follows the format of the *APA Publication Manual (7th ed.)*, which includes new information on how to cite online sources in the reference list. However, please give the most direct link possible to the source cited, and make sure electronic links cited are accurate and active. Use italics rather than underlining.

Do not use tabs to format paragraphs (use "first line indent" function) or tables (use "insert table" function). Color for tables or figures is acceptable (as long as the color is helpful and not distracting). Please use acronyms sparingly and identify all that are used.

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Please note that authors are not charged for publication.

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Call for Papers presented in the Fall/Winter 2023 issue, an excerpt of that issue's Editors' Comments: [see SCJFW2023FrontMatter.pdf (adi.org)]

Our journal has always focused on ways to help all students succeed in school and life by helping the adults around them, primarily their family and teachers, work together for their success. True collaboration among teachers, among parents, and between teachers and parents can be hard, but that is the essence of community building to support every student. As Sam reminds us, "Devotion to children they know, love, and call by name is a powerful motivation."

Our simple question, and one that we hope will inspire a flurry of article submissions to SCJ is: How can a school better function as a community to do what other schools (that do not function as communities) cannot? This leads to other questions, for example: How can better relationships be built among adults to support each and every child? Can we systematically examine the amount and

quality of attention each and every child gets from caring adults and devise ways to fill in the voids? How can we offer more effective support and practical advice for harried parents? What would organized, family-to-family assistance look like? How are people ramping up volunteer programs? Our imagination is limited, but the problem is great, and we know that SCJ readers and writers will respond to our appeal with stories of what school communities are already doing and ideas for what they could do.

Additional Call for Papers, January 2025:

As always, the *School Community Journal* seeks research on family engagement in children's learning and adult collaboration to create a sense of community within schools on behalf of all students, everywhere. Because of the work of our organization, the Academic Development Institute, we currently also have a particular interest in research and reports from the field related to the engagement of American Indian and Alaskan Native families in their children's education. Please contact us via email to submit or with any questions: editor@adi.org