A study to design, investigate, implement and motivate parents to become more involved in school activities and in the education of their children

Bibiana A. Anyanwu-Acholonu
Rowan University

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A STUDY TO DESIGN, INVESTIGATE, IMPLEMENT AND MOTIVATE PARENTS TO BECOME MORE INVOLVED IN SCHOOL ACTIVITIES AND IN THE EDUCATION OF THEIR CHILDREN

By
Bibiana A. Anyanwu- Acholonu

A Thesis
Submitted in partial fulfillment of the requirement of the Master of Art Degree of The Graduate School at Rowan University May 2001

Approved By ____________________________ Professor

Date Approved ____________________________
ABSTRACT

A Study to design, investigate, implement and motivate parents to become more involved in school activities and in the education of their children, 2001, Thesis Advisor: Dr. K. S. Sernak
Department Professor: Educational Leadership

The purpose of this study was to define and evaluate the strategies of motivating parents to get involved in the education of their children. The subjects were selected from Sharp School, community businesses, and organizations. The criteria for the selection of the subject were based on the diverse population of the stakeholders and outside school community interest groups. Questionnaires were administered to parents and teachers. Responses were collected. Data was analyzed and interpreted. Semi-structural interviews were conducted and recorded. Observations were performed. The result of the observations was recorded. All information obtained from the above were assessed and compared to obtain the common needs. The findings were utilized to plan for motivational activities. The activities were organized and implemented in order of priority.

Findings indicated that the majority of the parents studied portrayed willingness for participation. There were positive expressions and collaborations among the staff and parents for a partnership relationship.

The school personnel made every effort utilizing information on cultural behavioral style to plan appealing activities based on parents’ and students’ interests.

After a trusting relationship was built through various activities, workshops and training were presented to the parents to show them how to be more involved in school activities.
Anyawu- Acholonu, Bibiana A.  

A study to design, investigate, implement, and motivate parents to become more involved in school activities and in the education of their children, 2001, Thesis Advisor: Dr. K. S. Sernak  
Department Professor: Educational Leadership

The purpose of this study was to investigate motivational strategies to increase parental involvement.

Results of the analyzed data were generally positive. Conclusions by the researcher indicated: Parents willingness to participate. Cultural information utilized in developing and implementing activities were important. Working collaboratively with parents created an effective partnership between parents and schools.
DEDICATION

This research is dedicated to God Almighty who continues to lift my spirit up, despite all the trials and tribulations surrounding my life throughout this program. Thanks God! I will always love you for you are great.
ACKNOWLEDGEMENTS

The researcher wishes to express her gratitude and appreciation to the individuals and groups who have assisted in different ways during the development, implementation, and completion of this study:

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My co-workers, more especially, my excellent assistant, Mrs. Barbara Martin and everyone who gave me words of encouragement.

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Chapter 1:

INTRODUCTION

A. Focus of the Study

Parent involvement in American schools has fluctuated over the past two centuries, after American parents relinquished the responsibility of their children’s education to professional educators. Parent involvement became increasingly suspect especially in the 19th century (Waterman and Zellman, 1998). Reformers bent on immunizing schools from “promiscuous contact with local influences” included parents in this group (Clifford, 1995).

A larger role for parents became acceptable around the 1920’s but the earlier push toward professionalism was evident in the definition and limits of that role (Waterman and Zellman, 1998). Essentially, the schools dictated the parents’ role. Ideally, parents would be helpers and supporters of what teachers and schools were doing. Particularly, parents were encouraged to help with homework, join the PTA, provide merchandise for the bake sale, and show up at times specified by the school, such as back-to-school night (Fructter, Galleta & White, 1992). (Lightfoot, 1978) condemned this type of involvement for its contrived nature and superficial level of interaction.

The relationship of parents to their children’s school shifted again in the 1960’s. Major cultural changes in the United States that stressed cultural pluralism, civil rights (Zellman & Schlossman, 1986) and federal policy responses, for example, the Title I Compensatory Education Act) contributed to a larger potential role for parents. These movements enabled more parental and community involvement.

Educators sometimes are content to let parents and families take the initiative in becoming involved in their children’s education. But for a real partnership to occur,
educators must look at ways in which the school can initiate this involvement. In such partnerships, the school and the home share responsibilities for children’s learning. The relationship is based on mutual respect and acknowledgement of the assets and expertise of each member.

A partnership approach gives families and community members a greater opportunity to determine options for school involvement. This could also help them to assume key roles and responsibilities in school improvement. This includes participation in the school decision making process. When schools develop and implement strategies for promoting effective school/family community partnerships, the result is improved learning for all students and strengthened schools, families, and communities.

The focus of this study is to investigate the means/ of motivating parents to get more involved in school activities and in the education of their children. The audience is the same as the participant. These include the parents, community members, such as, businesses, churches hospitals, teachers, support staff, and building administrators.

B. Purpose of the Study

The purpose of this study is to define and evaluate the means/ strategies of motivating parents to get involved in the education of their children as well as to determine the impact of the involvement on the students’ achievement using a case study action research design.

The implementation of a parent involvement program is intended to identify training and shared responsibilities that build school and parent capacity for involvement in elementary school students’ performances, including literacy and parenting education.
Leadership Development

The intern wished to develop and enhance her skills in communication, interpersonal relationship, partnership, empowerment, and cooperative teamwork.

The Intended Organization Development

The intern intended to bring a change where parents are motivated to get involved in the school activities, where partnership between school community and family is present. Furthermore, the intern wanted to creatively develop a school environment, where there is shared responsibility for learning and the change where school commits to providing high-quality curriculum. Also a change that brought supportive learning environment, where teachers are given sustained professional development so that they teach to high standards and families may help to participate in their children’s learning. The intern’s established change would provide families with the opportunities to be responsible in supporting their children’s learning, through activities such as monitoring attendance, progress in school, homework completion, and television viewing.

C. Operational Definition

Definitions: - This section defines all unique terminology, programs, or alternative meanings that are important for the reader to understand the study.

Parental Involvement- refers to the various forms of parent participation in their children’s education as well as school activities. Such participation includes the following: parent-teacher conference, social activities, school management team, school planning team, PTA, volunteer work, chaperoning, tutoring, etc.

Whole School Reform Models- the educational models recommended by the Commissioner of Education and the Supreme Court justices in the Abbott V Burke decision.
The models include Success for All, Ventures, Modern Red Schoolhouse, ALAM, and COMER School development Program.

**COMER School Development Program**- the term COMER School Development Program in this project is a systems approach to school management based on principles of child/adolescent growth and development and under personal relationships. Nine components are systematically used to address the areas of academic, social and staff development. A school Planning and Management Team (SPMT), a Student and Staff Support Team (SSST), and a Parent’s Team (PTSA, PTO) are the three major teams that address school-wide issues and oversee the development of the school improvement plan. The teams operate under three guiding principles, collaboration, no-fault, and decision-making by consensus.

**Effects:** the effects as defined in this study would mean the answer to the question: what are the advantages and disadvantages of parental involvement.

**Motivation:** In this study motivation would refer to any incentive/reward that will help to increase parents’ interest to get more involved in school activities.

**Strategies:** the term strategy as is used in this research would answer the questions of what and how to assist parents to be comfortable getting involved in school activities and education of their children.

**Early Adopters:** The term early adopters, as written in this paper, are those individuals who are quick in accepting change process.

**Late Adopters:** These are those who might like things to change but it take them time to accept and implement the change process.
D. Limitations

As the intern underwent this project, she expected that since nothing is perfect, so neither was this project. There was some hindrance that made the completion of this project or research to reach its perfection. These limitations included but were not limited to finance issues, time on the part of the parents, and teachers’ union agreement.

The limitation of this project was also the problem created by the perception of both early and late adopters, and the problem of the project being comparable to the existing cultures.

Also, were the time factor problems created when the after-school program started, since almost all the parent team committee was committed to after school activities. Another was that the fundraising for the activities was not enough to cover the cost of resources. Money allocated for the workshop through grant writing for whole school reform had to go through the Board of Education and the superintendent’s approval for parent workshops, thereby delaying the presentation time and date.

The intern wanted to develop ways of motivating parents to get more involved as partnerships in education beginning in the 2000-2001 school year. This study was targeted to Sharp Elementary School with its need and specific population. Therefore, the result of the study may not be applicable to other schools or districts. Furthermore, the amount of parental support and partnerships established between parents, community and school placed limitation on the study. Teachers and their resistance to accept increased parental participation in the decision making process and the historical perception regarding the school’s receptiveness also contributed some limitations on the project. In addition to the above mentioned limitations, there was a time limit which did not provide the intern the
desired length of time to measure the outcome or full impact of the project on the parents,
students and Sharp School community in general.

E. Setting of the Study

Historical Overview

This section will provide the reader with the necessary basic information
regarding the site where the intern completed her work. This data was focused on the
community and educational settings with an emphasis on the socio-economic status,
economic factors, and the government structure of Camden City, New Jersey, the School
District and H.C Sharp Elementary School.

Camden, New Jersey, a historic city is located in the northwestern part of the
county of Camden along the Delaware River. It is the seventh largest city in the state of
New Jersey, and the largest city in Camden County. The city serves as the county seat
and it is the home to federal and county courthouses. It measures over ten square miles
and has a population of about 88,000 people.

Camden was incorporated as a city in 1829. This city was known for its shipyards
and industry and was once home to the Radio Corporation of America, producer of the
first picture tubes for television sets. Other factories produced chemicals, electrical
appliances, leather and automobile accessories. A steel pen company, the first of its kind
in the country, was established in Camden in 1860; the Campbell Soup Company plant
was opened there in 1869 and started marketing condensed soups in 1897. The city is
still the world headquarters for Campbell Soups (Encyclopedia Britannica, 1999-2000).

The Camden’s waterfront has undergone a dramatic revitalization in the past
decades. The twenty-five thousand capacity Blockbuster-SONY Entertainment Center
opened in June 1995. This state of the art amphitheater offers year-round musical and dramatic entertainment. The center sits adjacent to the New Jersey State Aquarium. The waterfront is also home to Wiggins Park Marina and the Dr. Ulysses S. Wiggins Memorial Park. Plans are in progress to, not only expanding the Waterfront Park, but link it with Philadelphia's Penn's Landing via an aerial tramway. There is also a riverbus that runs between Penn’s Landing and Camden’s waterfront. Camden City is also the home of battle ship.

Camden was also the home to the great American poet Walt Whitman, who often wrote about the city and the surrounding, and whose legacy lives on in the Walt Whitman Poetry Center. The center sponsors regular exhibits and other cultural events throughout the year. Camden is also a major educational center in Southern New Jersey. In the northern part of the city lies the Camden Campus of Rutgers, the State University, and are also home to branches of Rowan University and the Camden County College.

The city has three hospitals: Cooper Hospital/University Medical Center, Our Lady of Lourdes Medical Center and West Jersey Health System. Downtown Camden is a hub for public transportation. The PATCO High-Speed Line has two stops in Camden prior to heading over the Delaware River into Philadelphia (Camden, NJ Official WebSite, 1999-2000). The new ultra-modern headquarters for the Delaware River Port Authority sits near Camden’s burgeoning waterfront (An Overview of Camden, 2000).

**Socio-Economic Status**

In decades after World War II, Camden, like many American urban areas has traditionally been plagued by numerous problems associated with urban blight. Camden’s economy declined as industries closed down or left the city; and middle-class
residents moved to the suburbs. By the early 1900’s the employment rate was more than twice the state’s average, and approximately half of Camden’s inhabitants lived below the poverty line.

Camden’s demographics include relatively diverse populations, but is heavily skewed towards minorities. The 1990 Census reported that there are approximately 87,492 residents in the city. This represents a three-percent (3%) increase from the 1980 Census report of 84,910 residents. The city’s racial composition is as follows: African-American – 54%, Hispanics – 24%, Whites – 20%, Asian and Pacific islanders – 1%, and Native Americans – less than 1%. Whites represent the only decreasing population; all other populations are increasing with the Asian Pacific Islanders population growing the fastest at a remarkable rate of 300%. The city’s population as a whole has seen a 3% increase since the 1980 census.

Camden is also described as a City of children, and has proportionately 12.3% more children than any other City in the State of New Jersey and 9.1% more than Camden County average. More than 17% of the children are living below the national poverty level. Many live with single-mother heads of households who need help in coping with overwhelming problems.

Camden City’s age demographic differs considerably from that of Camden County as a whole. The city’s population is skewed heavily to the lower end of the age scale. In Camden City, the median age is 26.3 as compared to 32.8 years for the county. In Camden County the largest age group, (25-44) comprised 32.9% of the population. In Camden City, the same group is the largest but comprised 29.3% of the population. In Camden County, 36.5% of the population is under 25. In Camden City 47.6% of the
population is under the age of 25 (Camden, NJ Official Web Site, 1999-2000). Camden City’s school-age group is its second largest population segment: 35.5% of the city’s population is aged 5 to 17 as compared to 21.2% in Camden County for the same group (Camden, NJ Consolidated Plan for 1995 Executive Summary, 1995).

This shift in population to the young end of the scale when combined with Camden City’s shrinking tax base for public education. Job losses, high levels of unemployment, and a poverty rate in the excess of 36%, does not bode well for the chances of a skilled work force, emerging in the city without heavy outside the State help and influence.

Historically crime has soared in Camden in direct proportion with the loss of its economic base. Camden City represents only 17% of Camden County’s population, however 88% of all murders in the county occur there. Camden City police estimate conservatively that 65% to 70% of all crime is drug related.

Drug activity is reported as the major fuel for high crime rates in the city of Camden. The net impact is a pattern of crime, drugs and violence that counters attempts to stabilize neighborhoods, attract businesses vital to Camden’s tax base, and the education of the City’s children. Camden City Police Department statistics from 1989 to the present confirm this pattern.

Crime increased by 23% between 1989 and 1990. Thereafter, violent crime leveled off with a down turn from 1990 to 1992. Nevertheless, overall city crime statistics are described as daunting, especially given the total population of the City of Camden. Serious crime increased from 12,566 in 1989 to 13,387 in 1992, an increase of
6.5%. In 1992 alone 1,484 (1.77% of the total population) individuals were arrested for drug violations. In 1994, the City of Camden as well as the entire state of New Jersey was horrified as Camden compiled a record of 50 homicides in one year (South Jersey Community Guide, 2000).

During the late 1990’s Camden City is still trying to place itself on the map. Drugs are still the major cause for the rise in crime rate, which keeps many potential residents and businesses from locating in Camden. Unemployment, crime and struggling industries are the major future problems restricting Camden’s growth. Despite Camden’s socio-economic status, the city’s strategic location offers hope that this trend may be reversed (Camden, NJ Consolidated Plan for 1995).

**Economic Factors**

Camden has experienced thirty years of erosion of its economic base characterized by industrial and ensuing middle-income flight from the City. However, since the early to mid 1990s, Camden has begun to show signs of economic recovery.

Although the City’s economic growth has not been overwhelmingly large; it has been characterized by a great deal of change within the major economic sectors. Of New Jersey’s seven largest cities, only three, one of which is Camden, has experienced gains in employment. Moreover, the City’s per capita income has also experienced a significant rise, although Camden still lags behind the nation, state and county in that regard.

The type of employment within the City has changed dramatically over the years. Camden’s economy has steadily lost manufacturing jobs while gaining jobs in the health care industry. In order to stem the flow of vital manufacturing jobs leaving Camden, the
city needs strategy to strengthen the manufacturing sector (U.S. Department of Housing and Urban Developing).

According to the 1992 New Jersey Employment and Training Commission study, the following linkages needed to be established. A community service strategy, a youth apprenticeship program, school to work initiatives (including technical preparations options), literacy programs using public and nonprofit agencies and workplace education programs, using financial resources from the NJ Workforce Development Partnership Program to improve resident skills (Camden, NJ Consolidated Plan for 1995 Executive Summary, 1995).

Government Structure

Camden operates under a Mayor-Council form of government. Originally, under this form of Government, the City Council consisted of seven Council members elected at large.

In 1994, the City opted to modify the form of government to better address the changing needs of the citizenry. As a result, the City of Camden was divided into four (4) council manic districts. Instead of electing the entire council at-large, only one council member is elected from each of the four districts each election. In 1995, the election was changed from partisan election to a non-partisan municipal election. The Municipal Election is held on the second Tuesday of May (Camden NJ Official Web Site, 2000).

School District

The Camden City School District has a total of thirty-four (34) schools: eighteen (18) elementary PreK to grade 5, five (5) Family schools PreK to grade 8, four (4) Middle...
Schools, 6th to grade 8, four (4) High schools, 9th to 12th grade, three (3) Alternative schools, and one Adult Education school, which also houses the special program for pregnant girls. Presently, the District’s Board of Education, with the School Facilities committee, are studying possible changes to the schools’ grade level configuration for the 2002-2003 school year. The Camden School District’s student enrollment for the 1999-2000 school year was approximately 18,536 students PreK to 12th grade. More than 75% of the school-aged children enrolled in the city schools are identified as “at-risk” or disadvantaged. Table A summarizes the ethnic and gender composition of the district’s student population (Reiss, 1999-2000).

Table A: Ethnic and Gender composition of the district student population.

<table>
<thead>
<tr>
<th>Ethnic</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Americans</td>
<td>5,041</td>
<td>5,480</td>
</tr>
<tr>
<td>Latino</td>
<td>3,661</td>
<td>3,518</td>
</tr>
<tr>
<td>White</td>
<td>164</td>
<td>157</td>
</tr>
<tr>
<td>Asian</td>
<td>180</td>
<td>173</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>

Camden City Board of Education is the largest single employer in the city. The district has a total of 3,999 employees (Reiss, 2000).

The Camden School District, is one of the twenty-eight (28) school districts in New Jersey identified as special needs or Abbott district as decided by the New Jersey Supreme Court. This decision was rendered to ensure that the public school children from the poorest districts would receive the educational entitlements guaranteed them by the Constitution and in order to meet all the requirements of a thorough and efficient education. As a result of this Supreme Court decision, schools in the Abbott districts are required to undergo a reform process referred to as “Whole School Reform”. As part of
this process, and in accordance with the regulations, each school in the Camden School District had the opportunity to research the various models recommended by the State Department of Education, and the Supreme Court, with the goal of adopting the model that best, addresses their schools educational needs. The various Whole School Reform models adopted by the Camden City Schools were Success for All, Ventures, Modern Red Schoolhouse, ALAM, and COMER School Development Program.

The Camden School District’s operating budget for the 1999-2000 school year was approximately $236 million. Ninety percent (90%) of this budget is from State Aid, five percent (5%) comes from city tax, three percent (3%) represent federal aid and two percent (2%) constituted free surplus from the previous year.

Intern Site

The internship site is H.C Sharp Elementary School, located in Camden City, and New Jersey. The school was erected in 1922, and has an adjoining wing, which was built in 1987 to accommodate the increasing number of the student population. In the last few years a trailer was added outside in the schoolyard, to house students with learning disabilities. Sharp school also rents a space at a neighboring church to house bilingual kindergarten and first grade students.

H.C Sharp School offers wide and expansive opportunities for its Pre-K to 5th student population. The curriculum consists of challenging and diverse programs with emphasis on the needs of the individual child. Sharp School offers a literature-based reading program designed to promote reading comprehension and to enhance the development of positive student interest, motivation, and attitude regarding literature. Reading, language arts, and spelling merge into an integrated language arts curriculum.
The program focuses on accelerating reading and writing skills for the success of at risk students (Reiss, 2000).

The mathematics program at Sharp School emphasizes a hands-on approach where the students interact with a rich variety of learning materials during both independent and group work. Skills and concepts introduced are used as a foundation for further learning.

At Sharp School, the new social studies and science programs are in the early stages of development. Hands-on activities, projects, and cooperative learning are implemented to provide students with diverse methods of achieving instructional needs.

Curriculum Alignment and Instruction for Student Achievement

Sharp school offers a comprehensive curriculum in such areas as music, physical education, library, and computer studies. In order to meet the needs of all children, Sharp school provides basic skills, bilingual, and ESL instruction to selected students throughout all of the grades (Reiss, 2000). Special needs are also met through our school’s Pupil Assistance Committee and through the district’s Child Study Team, which identifies those students who would benefit from special education offerings.

At Sharp School, many programs have been established so that the students may have the opportunity to develop skills in cooperation, responsibility, positive attitude, and citizenship while still having fun. The programs include but are not limited to: - Positive Action, D.A.R.E., Network III, Project S.O.S. (Save our Student), the Inner-district Outreach Program, Parent/Teacher Association, Band, Senior Choir, TELS Program/Turner Construction Co., Play Day Outreach, Spanish, Safety Patrol, Positive Action Newsletter.
Many of the teaching staff of Sharp School have taken and will continue to take advantage of all office of staff development training classes. These classes include cooperative learning, effective classroom management, and practical strategies of instruction. Presently, teachers are using the above strategies in their instruction. All of these strategies have assisted our teachers in meeting the needs of Sharp School students.

Sharp School serves a population of approximately 550 students in Pre-school through 5th grade, and has the mobility rate of student transfer of 16%. The mobility rate is 16% due to the economic status of its residents. The average class size within Sharp School is with an attendance rate of 95%. The average cost per child for the district is $10,829 (oral interview with Sharp school principal, September 2000).

The internship site has a faculty of 100% instructional and support staff with different degrees of education. There are 85% possessing Bachelors, 15% possessing Masters and 0% possessing Doctorate Degrees. The staff has an attendance rate, of 94%.

Sharp School follows the district-formulated paradigm that outlines the skills that are to be taught in each subject, according to grade level. This paradigm is based on the new concept of New Jersey’s core curriculum content standards to be aligned with the state mandates.

As a result of the Abbott legislation, a “thorough and efficient education” is required for all students in New Jersey. Camden is an Abbott designated school districts. Effective September 2000, Sharp School will undergo a major, whole school reform effort. The school has elected the “Comer School Development Program” model. The choice of this program model is intended to help in the accomplishment of the vision of a student-centered community, which promotes academic, social and personal development.
so that all students will become high level achievers. The Comer Model Program is also intended to produce life-long learners, productive workers, responsible citizens, and thoughtful participants in families and the global community.

According to Comer (1998) and his team, there was a clear need for an organizational and management plan based on principles of child/adolescent growth and development and interpersonal relationships. The Comer School Model adopted by Sharp School is a model that stresses collaboration, consensus and a “no fault” approach to decision making. The Comer School Development Program Model uses the talents, strengths, and interest of parents and school staff as collaborative decision makers to develop policies, procedures and programs that will improve the academic and social climate of schools. Sharp Elementary is a school that is an innovative environment, committed to the educational needs and success of all students.

**F. Significance of the Study**

The intended significance of this study include but is not limited to Sharp school regarding their relationship with families as a partnership in which school and home share responsibility for children’s learning. When effective partnership existed, the result of the partnership would be an increase in the level and type of parental involvement as well as the support that families demonstrate for the school. Perhaps most important is when the responsibility for children’s learning is shared by the school, home and community. Children therefore would have more opportunities for meaningful, engaged learning. Students were then able to see the connection between the curriculum in the school and the skills that are required in the real world.
It would provide the opportunity for Sharp school to offer teachers professional development on collaborating with parents and families, learning about family dynamics and nontraditional family structures, improving two-way communication between school and home, reducing barriers to family involvement and understanding diverse cultures.

This project will make its major contributions in the increase of parental involvement, where shared responsibilities between school and families offer the children more opportunities for meaningful, engaged learning.

**G. Organization of the Study:**

This section delineates how the rest of the paper will be organized. After this chapter, the intern reviewed different literatures, discussing the topic—parental involvement and other related studies on parental involvement in Chapter 2. Furthermore, the intern described the Design of the Study in Chapter 3. Chapter 4 focused on the presentation of the Research findings. Conclusions, implications, and further study will be discussed in chapter 5.

After all the above, organized activities are preformed, the intern will then write the abstract and Mini-Abstract of the study. Then, references, appendixes and biographical data will be written and placed in order. The intern also intends to arrange the paper under a table of content. She will dedicate her study and acknowledgement to those individuals who assisted the intern in completing this thesis and the other projects.
CHAPTER 2

Review of Literature

In this chapter, the intern reviewed other researchers' writings about parental involvement using various models/programs in different schools. Given the fact that these researchers have different opinions and suggestions about parents and their involvement, the intern focused the writing on parental involvement in general, and on ways to motivate/involve parent. The effects of parental involvement, both positive and negative were investigated. Under the effects, the benefits of parental involvement will be discussed using the following headings:

a. Student Benefits
b. School Benefits
c. Parent Benefits

Categorically, the entire review will be organized into sections under the following three headings.

1. The Definition and Models of Parental Involvement
2. The Effect and Benefit of Parental Involvement
3. The Motivational Factors / Strategies for involving parents

Definition and Models of Parental Involvement

More than 80 years ago”, John Dewey urges that each public school should be a model home of a “complete community. In the above kind of community, a shared vision, realistic developmental goals and a caring way for people to learn and be together
would energize students, staff, and parents. Today, the legislature has made provisions under Title 1 to make family involvement a priority, by supporting partnerships between families and schools while encouraging community efforts to improve schools and reinforce the importance of learning.

The antecedent of Title 1 programs recognized that parents are important educators of their children. The new Title I legislation included three key provisions such as a parental involvement policy, which were jointly developed by school districts and parents. Also the school/parent contracts that identify shared responsibilities for high student performance was developed. There was also the recognition on training to build school and parent capacity for involvement. Furthermore there was the inclusion of literacy and parenting education. Support for family involvement in the Title 1 schools can also come through other federal legislation.

The emphasis on improving parental involvement and partnership with schools can be portrayed in the related legislation and initiatives. The provisions in various federal laws and national initiatives acknowledge the importance of encouraging family involvement and can reinforce the provisions in Title 1. Specifically: - Congress recognized improving parental involvement as a new national educational goal in the Goals 2000 legislation
- State and local Goals 2000 plans are to be developed with broad-based input from parents and other members of the community. Families and the general public are to participate in key decisions about curriculum, instruction, and assessment and how families can help their children meet high academic standards.
- Goals 2000 parent information and resource centers are intended to provide information sharing, expert assistance, and direct parenting services that could assist Title I schools.

- Even Start (Title I, Part B) supports family literacy, early childhood education, parenting education, and adult literacy for many low-income families served by Title I.

- The Secretary of Education has created a family involvement partnership for learning. It is a mission driven, national coalition of partners including family, education, business, community and religious organizations committed to promoting policies and practices that increase family involvement (The Intern Report, 1996).

  The importance of parental involvement is confirmed by Epstein, (1995) and Moles, (1993) when they said, “Parents are a child’s first and most important teacher.” Their research suggests that parents may need help from schools and others to be more effective teachers and supporters for their children. Effective schools not only provide parental involvement, but also respond to parents’ concerns (U.S. Department of Education, 1994).


  The school, the family, and the community are “three major contexts in which students live and grow”; these “overlapping spheres of influence” are extremely
important because they “directly affect children’s learning and development” Epstein (1995). The schools need to work together with families and community as partners who share responsibility for the education of all students. These joint efforts would contribute to the improved outcomes for students’ achievement. When parents recognized their shared interests in and responsibilities for children, they would work together to create better programs and opportunities for students. The partnership for family involvement in education Act (1997) noted that successful school-family and community partnerships are based on shared responsibility among school-families, and community for children’s learning and development. The applications of the democratic process in recognizing different interests, respecting the viewpoints of all participants, and using negotiation and compromise to make decisions and provision of diverse opportunities to meet the needs of children, families, and schools are important.

To further emphasize the importance of schools sharing responsibility for students’ learning, federal legislation relating to family and community involvement has called for the development of school partnerships with families and community groups. A partnership approach gives families and community members a greater opportunity to participate in the wide range of school involvement activities. It also gives them a voice in the school’s decision – making process as well as real roles and responsibilities in school-improvement efforts.

If a partnership is to succeed, it must be based on “mutual trust and respect, an ongoing exchange of information, agreement on goals and strategies, and a sharing of rights and responsibilities” (Epstein, 1995, p.701). The above study supports this fact
that school must be willing to involve parents, families and the community at deeper levels and to support their participation.

In a videotaped interview by Mueller, (1997), there was an indication by Mueller that schools needed to enlarge the roles and options of parents and families who wish to be involved in schools. The above videotaped interview also supported that family involvement begins with school administrators. Their willingness to recruit parents and community members for school tasks, to listen to other people’s viewpoints and to share in decision-making provides a necessary foundation for all school-family-community partnerships. William and Chavkin (1989) note that administrative support can be provided through funding that is made available from the district office budget; materials, space and equipment used in promoting family and community involvement and people designated to carry out programs.

School administrators are instrumental in providing teachers with professional development in family and community involvement. Such professional development is a critical part of effective partnerships. All school staffs need to develop the necessary skill for working effectively with parents and families. Generally, very little to none pre-service time is devoted to preparing teachers in family involvement. Various school districts or systems can take the lead in offering teachers professional development on collaborating with parents and families, learning about family dynamics and nontraditional family structures, improving two-way communication between school and home, reducing barriers to family involvement and understanding diverse cultures (Ballen & Moles, 1994).
To assure the healthy development of every child, so that each has the knowledge, skills, and resilience, to be successful in a rapidly changing world. Gibbs, (1995), stresses that this ambitious mission can be systematically achieved as the school community engages all teachers, administrators, students and families in working together as a learning community that is dedicated to caring and support and also for active participation and positive expectations for all students.

The restructure of the school, teachers, and parent policies to encourage better familial roles in education is imperative for effective partnership between schools and families. Fabros, (1999), stated that involvement, however, must be recognized only when appropriate and correlated to student success. Schools and parents are not “islands” unto themselves. They are necessarily united to educate students and train them towards adulthood. In light of the “1995 Goals 2000: Educate America Act,” a much greater push towards increasing parental involvement in education exists today. The question then is what type of interaction is needed? Does all participation reap positive benefit?

Much research has been dedicated to the lack of parent participation in their children’s education. Yet, teachers who work in communities or settings where academics are highly esteemed often relate stories about parental “intrusion” in student work. Fabros (1999) cited an example of a third-grade teacher when he wrote: “One third grade teacher, for example received a paper with a parent’s name signed at the top of a page. Another teacher was dumbstruck when the parent of a high school student angrily asked, ‘Why did you give me a “C” on that paper?’ and… The above examples illustrate the reason why the teachers and schools must design appropriate roles for parental involvement in education.
Most researchers dwelt on the concern of parent involvement with elementary school children. Some performed little studies on high school students. The question to be answered is: what happens to the parental involvement in middle school? Rutherford and Billig (1999) approached the above question by saying: “Research projects that focus on family and community involvement in comprehensive district wide programs in the middle grades generally explore two central questions. First, how do schools and districts involve families and the community as partners in education? Second, how do schools and districts create partnerships that acknowledge the roles of the family, school, and community in the growth of the child, and how do these systems interact” (p. 17).

The answers to both questions are summarized as followed:

The essence of middle grade family and community involvement is relationship. Schools and communities are ideal contexts for developing and fostering strong relationships with the families of middle grade students. To help build support for middle grade schools, one-on-one communication between families and teachers, the addition of school personnel to deal with family issues and community contact with students in their roles as consumers and workers are needed. Schools can encourage direct contact between middle grade families and teachers and can create staffing patterns that support these relationships with local businesses to make supportive community connections. Families can be encouraged to build personal relationships with school staff members.

Responsibilities and decision making are shared by a broad array of players, including the child. Just as adolescents’ roles change during the middle grades, so do their responsibilities and decision-making strategies. School, home, and community are
all places where middle-graders learn and are actively involved in positive or negative ways. Teachers, counselors, social services, personnel, business people, families, and students themselves can and should share responsibility and decision-making about curriculum and delivery of instruction. The challenge for middle grade schools comes in coordinating information and efforts across a broad range of stakeholders.

According to Rutherford and Billig (1999) schools needed to include middle grade families, teachers and students in decisions about curriculum instructions. Also they need to involve families and students in conferences about course work and individual progress. Furthermore, schools are required to coordinate information from the school to insure smooth communications. Families need to understand school policies and expectations to act as advocates and supporters of middle grade students Rutherford and Billing (1999) stated that sustained parental, family and community involvement depends on active advocacy by leaders. Leadership in the school and community plays a key role in fostering parental, family and community involvement. Leaders set the tone for involvement and provide the text to enable school personnel, families, community members and business people to maintain an active role in the middle grade education. In a study done on “Parent Voices which is an American Indian relationships with schools, Ashford and Payne (1992) said that even following the legislation of parental involvement, schools especially public schools often have given only lip service to this reality. As it is too often the case, the law has not assured that teachers collaborate with parents and parenting communities in thinking about their children’s education or in the more broad educational decisions made in schools. What is
written on paper “known as written law” has not assured compliance with the spirit of the law.

Forging true partnerships requires a lot of work and the willingness by both parties to spend time getting to know each other’s expectations. It is for a common understanding when different points of view regarding the degree to which teachers and parents should be involved in partnerships exist in the school community, (Griba, 1999) parents can be an important resource to schools if used wisely (Weisz, 1990).

Resembling topics and themes appear in most of the research writings about parental involvement. Lists of suggestions hold many things in common about parental involvement, namely; parent rooms, communications, parenting workshops and activities. Most often, the roles of parents as advocates and decision-makers are not mentioned. Parents as advocates and decision-makers means becoming a volunteer beyond traditional boundaries. With this in mind, more parents can be recognized for their contributions to the education of children, (Jesse, 1997).

**Effects and Benefits of Parent Involvement**

Like in every thing and every day life, there existed both positive and negative effects to every life situation. The same applies to the parental involvement in schools and education of their children. In some situations such as in parental involvement, the positive effect can outweigh the negative, thereby rendering negative effect less significant. At this juncture the intern reviewed the literature of both effects and expanded on the positive effect, which were the benefits to all concerned parties.

As King (1998) stated; recently, a “fourth R” should be added to the basic three R’s of reading, ’riting, and ‘rithmetic – “rearin’.” The children we teach need adults in
their lives. Children increasingly live in single-parent homes; one in four has a stepparent. Others live with adopted or foster parents, relatives, or guardians. Today, the term parent refers to all primary caregivers. Teachers must involve all these adults in their children’s schooling to improve achievement, attitudes toward learning and self-esteem. Parental participation impacts a student’s level of success more than any curriculum reform, self-esteem building activity, computer technology, or other innovation. Parental involvement is more significant to school success than family income or education level. All children—especially those from low income and ethically diverse families—experience greater accomplishment when teachers consistently involve their parents, build on the strengths of their families and formed strong ties with the community (Davies, 1991, Epstein, 1987, Steinberg, 1996). Professional literature and research programs strongly supported parental involvement in schools. “The positive effects of parental involvement on students’ achievement are sustained across grade levels (pre-school through high school), in programs that are home or school based and for programs in low and middle income settings. These positive effects are also present in culturally diverse educational settings and among students who receive special education services (Correa, 1989). Steinberg (1996) found a statistically significant correlation between student achievement and parents’ participation in school programs, conferences, and extracurricular activities. Teachers may pay more attention to students whose parents are involved in the school, which might explain the positive relationship.

Epstein (1987; 24) reported that “large numbers of parents’ are excluded from the most common communications with the school.” More than one-third of the parents do not attend parent-teacher conferences, and almost two-thirds never even talk to teachers
by telephone. Indeed, “most parents are not involved in deep, detailed, or frequent communications with teachers about their child’s program or progress.” Though most parents believe involvement is important... relatively few assist at school” (Epstein 1987; 125). When teachers frequently request that parents be involved with their children’s learning at home, parents and teachers rate each other much more positively and parents feel better about their overall involvement.

In a study of participation by African-American mothers in urban schools Winters (1994) found that “enhancement of competence, the development of skills, the actualization of potential and the impetus of motivation” (p.3) are by-products of parental involvement. Of course, this powerful combination of benefits to the child will only occur if the parent chooses to participate. Schools must take informed and expert initiative to capture the attention of parents who “heretofore might have felt alienated and threatened by school” (Winters, 1994 p.3) The dialogue about parental involvement changes fundamentally when parents are present in the school. Some schools most often made blanket statements about parental motivations, which were not supported when parents work on-site.

Johnson (1999) wrote, “Parental involvement in schools is a complex and critical educational issue; it is not of course the panacea for all school problems. Parental involvement is about building trust, which a teacher creates over time throughout the school year and beyond” (p. 126). As Paley noted in Sherer (1998), “Our jobs as educators are better when everyone is involved. We are on the wrong track if we feel we can educate children without the families” (p. 5). As partnership relationship between parents and teachers is a trust-building process, the best approach a teacher can take is
that of a learner. By nurturing a belief that he or she has much to learn—especially about students. The teacher encouraged the parents to open avenues of two-way communication. With active, consistent outreach efforts, a teacher invites parents to be partners in the education of their children.

Casanova (1996) indicated that it is not possible to romanticize parental involvement or to proclaim its virtues without also acknowledging its excesses. Further important aspects of parental involvement, are its ties to the characteristics of the school population. It is good to promote parental involvement, but policies directed at increase must depend on research that continues to examine the various ways in which parent and school concerns can be integrated in cohesive and sensitive ways. Consequently, attempts should be made to forge relationships where parents and teachers respect each other’s knowledge about children’s needs and collaborate to maximize their potential. Parental involvement is likely to be improved by a climate of mutual trust and confidence in teachers and schools.

A. Student Benefit

Strong evidence indicated that parental involvement in education greatly increases student success in both achievement and social behavior (Ginsburg and Bronstan, 1993; Philipsen, 1996). As Grolinick and Ryan (1989) stated, “The search for excellence in education should proceed beyond the classroom to the most pervasive socializing influence on children’s school—related functioning and their parents.” (p.2). According to Monagle (1993), parents are the first educators of children, and the home is the child’s first school. A teacher’s pedagogical expertise paired with parents’ knowledge of their child enhances academic development. Teachers who keep this perspective will build
supportive links between home and school. To be equitable partners, both parents and
teachers must share their insights, values and conceptions about their respective processes
that benefit children (Wanat, 1997). A study performed by Edward and Young (1992)
concludes that the benefits of parental involvement are beyond dispute. Three decades of
extensive research have shown that the children whose parents are involved in the
educational process experience greater academic success than do children of uninvolved
parents. "The American Federation of Teachers,’ Lessons for life campaign”
complimented other initiatives that aim at promoting high standards of achievement and
conducts in schools. Examples of such initiatives included in the” National African-
American Parent Involvement Day”.

Epstein (1986) in her study of what principals should know about parent
involvement expressed that grade level is the most important influence on teachers’ uses
of parental involvement in learning activities at home, and on parents’ feelings of
confidence about helping their children. Teachers of first-grade students make more
frequent use of parent involvement than do teachers of third or fifth grade students – a
trend that worsened in the middle and high school grades. She notes that parental
involvement is least used in the fifth grade than in lower grades. A sample of fifth grade
students whose teachers used frequent parent involvement practices, reported that they
had more positive attitudes towards school, observed more similarity and familiarity
between the school and their family – and that they did more homework on weekends.
Henderson and Berla (1994) documented the following as benefits to students in all grade
levels when parents and families were involved: -

• Higher grades and test scores
- Better attendance and more homework completed
- Fewer placements in special education
- More positive attitudes and behaviors
- Higher graduation rates
- Greater enrollment in post-secondary education

A review of school–family partnerships indicates that benefits are apparent not only for younger children but all students through high school. Henderson and Berla (1994), Ballen Moles (1994) and Epstein (1995) all indicated that – although parental involvement typically is strongest at the primary level, continued involvement through the middle grades and at the secondary level are important in encouraging and guiding children’s development and achievement.

A case study on “conceptualized parental involvement from parents’ perspectives” by Wanat (1997) highlighted the fact that whereas parents expressed diverse ideas about the general meaning and specific activities that comprised meaningful parental involvement, they agreed whole-heartedly and emphatically that parental involvement had many benefits. She stated that the majority of parents’ responses about ways in which their children benefited from their involvement dealt with building children’s self-esteem. She continued to say that parents reported that their children enjoyed the attention and felt pride in their parents’ involvement. One mother distinctly talked about the benefits to children’s self-esteem when their parents are involved—“it lets them know that you care about education, that how they do in school is important to you. It gives them a warm feeling when you’re involved. They’re proud that their mom is there. It also gives them a
positive feeling about themselves. If the mother isn’t involved, the child feels that he is not as important as those others whose mothers are there” (Wanant, 1997, p.440).

In the above study, forty parents were presented with the question relating to increase in learning. Their responses indicated that parental involvement ensured completion of homework, assistance of their children in mastering basic skills, encouragement of good grades, and provision of more learning experiences to their children. Parents agreed that their involvement gave children the idea that schoolwork is important. Parental involvement obviously shapes kids’ attitudes toward school. They also have a better attitude toward teachers and schools as a whole.

B. School Benefits

Encouraging appropriate parental involvement in educating children means that schools must become more parent-friendly by welcoming and valuing them as integral to the learning process (Hamilton and Osborne, 1994). Schools must also become more family-oriented, accounting for the current need of familial structures. In addition, schools must offer parents a variety of opportunities for school-wide and classroom participation (Fabros, 1999).

When schools create varied opportunities for parents to participate in education they encourage parents to contribute in benefiting the entire school, thereby broadening efforts, beyond the progress of an individual child. Parents eager to improve school quality may choose to participate in site management program reviews (Granica 1995) and groups designed to inform wise curricular evening PTA meetings or parent education evenings. Henderson and Berla (1994) summarized school benefits of parental involvement when they said: - “schools that work well with families have: -
• Improved teachers’ morals
• Higher ratings of teachers by parents
• More support from families
• Higher students achievement
• Better reputations in the community

C. Parent Benefits

Although only some parents are active at school, more than 90% help their children with homework activities, at least once in a while. But, fewer then 25% receive frequent or systematic directions from teachers to assist children with specific skills (Epstein, 1986). Studies have shown that parents who were frequently involved by teacher in learning activities at home recognized that the teachers work hard to involve the parents. They also received most of their ideas from the teachers on how to help their children at home. Parents rated these teachers higher in teaching ability and interpersonal skills. Parents who are active are mostly included in the decision-making and activist roles “governance and advocacy groups” Epstein (1986).

If their child’s work is unsatisfactory, observant parents benefit from the teacher’s modeling of effective student assistance without disabling independent skills. Balancing norms and independent thinking promotes academic success. As Ginsberg and Bronstein (1993) stated, “Two important tasks parents face are teaching their children societal norms and values, while also thinking creativity; and sense of efficacy. The challenge for parents is to find the optimum balance integrating those two task” (p.1473). Many authoritarian parents could benefit from instruction in Baumrind’s (1971) authoritative
parenting skills of communication, setting standards and encouraging independence. A need exists for increased parent education.

School programs centered on teaching parents how to assist their children academically would positively impact families. Joining with authoritative parents, schools could instruct less able or authoritarian parents in appropriate ways to assist children toward independent learning. Parents should be made aware of the detriments of authoritarian parenting and the benefits of authoritative guidance (Fabros, 1999). All parents want their children to succeed. Therefore, overzealous parents who allow themselves to become over-involved in their child’s schoolwork do not have malicious intentions. According to Monagle (1993), parents should be encouraged to focus on their child’s study methods, approach to work, use of time, developments of talents and skills. Also in teamwork there are cooperation, friendships, and use of personal initiatives. Monagle (1993), continues to express that the above skills serve academic growth much more than the perfect completion of any one particular assignment.

Schools can only direct parents toward change. It is the parents’ choice to become educated in parenting styles and their implications for student achievement. As Aimkoff (1996) noted, “The child has parents as educators for a lifetime. The twelve years spent in school are the years that shape the child both academically and socially. Therefore, it is important that parents be involved in this entire process” (p.13)

Henderson and Berla (1994) summarized the benefit of parental involvement to parents as followers:- “Parents develop more confidence in the school. The teachers they work with, have higher opinions of them as parents and higher expectations of their children, too. As a result, parents develop more confidence, not only about helping their
children learn at home, but also about themselves as parents. Furthermore, when parents become involved in their children’s education, they often enroll in continuing education to advance their own schooling” (p. 1).

**Motivational Factors / Strategies for Increasing Parental Involvement**

“Everyone in your school agrees that parental involvement is a good idea, but somehow, no matter the school event, the same parents seem to participate” (Johnson, 1996). “Various ideas for increasing parental involvement have been tried; teachers have telephoned and notices have been sent in several languages, but these efforts have brought only a few additional parents to the school” (p. 22). The discussion about the rate of parental involvement and few that is always present continues to exist between parents and teachers at different times. Such times include during formal school council meetings, informal meetings in the school hallways and parking lots. It also comes up during phone conversations about other school-related activity. These unsettling conversations and questions regarding parental involvement are very common. The situation is the same in every school including the intern site. People who are involved in schools and who like being in them have difficulty thinking like people who are not involved and do not come. “Therefore, imagine for a moment how involved we would be if we

- Were uncertain about food, shelter, heat or clothing for the foreseeable future
- had one or more babies or toddlers at home and no available child care
- Didn’t speak English very well
• Did well in school and were very knowledgeable, (working with children in a very supportive, home learning activities), but had not been asked to share our strategies and so were not involved at school in any activities

• Weren’t certain about what school curriculum is, what a reading program is or what is required of children at each grade level?

• Weren’t sure about how to help our children with homework

• Had a work schedule that prevented our getting involved in the current parent involvement model at our children’s school or didn’t know what questions to ask a teacher at a school conference” (p. 22)

Johnson (1996) continues to explain that a parent in any one of the above circumstances might not want to come to school or become involved in home learning activities that reinforce school skills. However, the parents and teachers’ engaged in the conversations noted earlier wanted to connect with uninvolved parents to strengthen home – school – community partnership in support of children’s learning. The questions to be answered are: how can these parents and teachers reach out in ways that are welcoming, non-intimidating, consistent, and responsive to individual needs?

One of the most widely used outreach programs, utilized by teachers and parents is the development of parent or family centers as special places in schools that:

• Welcome parents and other family members even if they simply want to drop in and have a cup of coffee and get information

• Provide a wide variety of activities in family-school collaboration that supports children’s academic and social success
• Offer flexible possibilities for “involvement” including home learning activities and other activities that don’t require coming to school

• Provide family support activities such as home visits, training for classroom assistance and homework assistance, and information about resources in the community

• Provide both drop-in and long-term child-care

• are responsive to parents’ concerns and interests as indicated in formal needs assessments and informal discussions

• acknowledge and include family members’ diverse skills, talents, and knowledge in school activities

• provide a wide variety of information sessions about school curriculum, structure, grading, procedures, and expectations

• include adult education programs such as GED and English as Second Language (ESL) classes

• Include all family members and interested community participants in a wide variety of activities that support family life

Flexible linkage strategies are particularly important in contemporary schools, where so many disconnecting forces move families and schools apart.

A study conducted at Hazelwood Elementary School in Louisville, Kentucky proved that a variety of opportunities and a thoughtful, persistent outreach program regularly attracts a majority of the parents of Hazelwood Elementary School students to participate in school events throughout the year. In the above-mentioned school, the faculty launched a drive to recruit parent volunteers early with a letter soliciting
expression of interest. Parents sign up to serve as library assistants and others whatever activity the parents can spare time to perform is accepted warmly.

Studies of low-income families in Even Start program have shown parent training to be helpful in parental involvement. According to St. Pierre, Swartz, Gamse, Murray, Deck & Nickel (1995), children’s performance is directly related to the amount of parent training provided. A study performed by the U.S. Department of education (1994) indicated that technology helps schools to reach out to families by making information more accessible at convenient times. Also homework hotlines help parents to find out about assignments and computers extend learning into homes.

It is important for schools to involve hard-to-reach families and offer support for their own education or information needs. In Sopris and West (1993), reading at home is an especially critical activity that all families can encourage. The most important activities for a child’s eventual success are reading aloud to children. Encouraging and assisting families in home reading yields a substantial benefit in the improvement of students’ performance.

According to Jesse (1997) in his article of how to increase parental involvement, he stated that ample information existed about how to increase levels of parental involvement in schools. He said that successful parental involvement programs have been investigated systematically by a number of researchers. Such researchers include Jackson and Cooper (1992) who identified 10 factors that seemed central to successful, urban programs. Two of the 10 factors were cultural awareness and recognition of parents as people.
Cultural awareness and recognition of parents as people are important components to effective programs. Williams and Chavkin (1989) of the Southwest Educational Development Laboratory (SEDL) have identified seven elements as essential to effective parental involvement. This includes (1) written policies, (2) administrative support, (3) training, (4) partnership approach, (5) two-way communication, (6) networking, and (7) evaluation.

Federicks and Rasinski in their studies have identified fourteen ways to involve parents. They are to: (1) flood them with information, (2) make it a school wide effort, (3) recognize students and parents, (4) involve students in recruiting parents, (5) conduct participatory projects that include the entire family, (6) recruit community members, (7) make the classrooms and the school a comfortable place, (8) use the telephone as an instrument of good news, (9) find out why parents are not involved, (10) have a variety of event scheduling plans (11) operate a parent hotline, (12) use community members to endorse the program, (13) videotape programs for parents, (14) and provide support services like babysitting.

The common-sense approach suggested for getting parents more involved also characterizes strategies identified by Berla, Henderson, and Kerewsky (1989) for getting middle class parents involved. These are: 1) developing a policy for parental involvement, 2) making sure that at least one person in the building knows every child well, 3) maintaining a friendly school office, 4) encouraging parent-to-parent communication, 5) hiring full time parent contact people/person, 6) having a parent room in the school building, 7) determining and meeting family needs for services, 8) to
provide translation services, when appropriate. Added to these are the additional “proven parental involvement strategies” suggested by Schurr. She said those schools:

1) Involves parents in mutual goal setting, contracting and evaluating,

2) Involve parents in assessment of school policies, practices and rituals,

3) Open a parent lounge, center or resource room,

4) Develop public information displays, public service messages and work seminars,

5) Develop a parent handbook of guidelines and tips,

6) Hold a weekend or evening public information fair,

7) Have a parent and student exchange day,

8) Award extra academic credit for parent involvement,

9) Have an old fashioned family night at school,

10) Develop a school wide communication plan,

11) Keep parent/teacher dialogue journals for communication,

12) Engage in official parent proclamation efforts,

13) Assemble monthly home achievement packets,

14) Conduct home visits for a special bond,

15) Enact a school wide homework policy,

16) Have a meet and greet program for involvement.

Recognizing parent efforts, making parents feel welcome in the building, communicating effectively with parents, and conducting special events are useful strategies. Parents want to be equal partners in the education process. They like schools to provide activities for them to acknowledge the needs of working parents. Parents like it when parent-teacher conferences are arranged around work schedules, but they truly do
not care for the conferences themselves due to the formality and limited time typically allotted (Lindle 1989). Parents who perceive that they are receiving frequent and positive messages from teachers demonstrate a tendency to get more involved in their children’s education than do parents who do not perceive that they are receiving such communication.

A strong element of effective parental involvement is communication between parents and teachers. For the most part, parents seem to prefer informal relationships with their children’s teachers.

Thorp (1997), in his study of increasing opportunities for partnership, enumerated a four-part approach to professionals in order to increase partnership opportunities as well as to improve the quality of the partnerships. These are 1) professionals need to explore their own cultural experiences, values and attitudes. 2) Professionals need to learn as much as possible from families about their cultural experiences, values and attitudes. 3) Teachers need to carefully evaluate their own classroom settings and curriculum strategies through a cultural and linguistic lens. 4) Professionals need to examine all components of the service system for opportunities for family involvement.

Summary:

Schools are under increasing pressure due to decreasing resources, increasing needs of children, and the demands of the 21st century. They cannot do the big job of preparing our most precious resource for the future alone. It is important, therefore, to take advantage of the resource of those most interested in children, their parents, in new and innovative ways.
Families and school professionals agree that there is often a lack of participation of diverse families in school programs. Their interpretations of this circumstance, however, may vary. When teachers adopt a strategy that involves engaging in self-reflection learning from communities and adopting programs and curricular approaches, it is more likely that families will take the opportunities for partnership.

Parental involvement in education has long been a topic of interest among those concerned with optimal development and educational outcomes for pre-school and elementary school children. With increasing frequency, issues related to parental involvement have also been examined with reference to adolescent outcomes. Across a range of studies, there has emerged a strong conclusion that parental involvement in child and adolescent education generally benefits children’s learning and school success (Chavkin et al, 1993).
Chapter 3
DESIGN OF THE STUDY

1. GENERAL DESCRIPTION

The design of this study is action research. The purpose of the action research was to investigate motivational ways of increasing parental involvement at Sharp School. The action research was chosen because the researcher was part of the research. The researcher intended to bring a change, thereby becoming part of the change and the change agent.

There were three groups of subjects used in this action research. These include:-(1) 40 parents, (2) the parent team committee of 12 people, consisting of teachers, support staff members, and parents, and (3) 14 representatives from business and church organizations from the community. The parent group was selected during the coffee session. Parent team committee was selected on a volunteer basis. The community member representatives were selected due to the location of their area of work near the Sharp School environment.

At the beginning, a general need assessment was developed by the parent team committee in collaboration with the school management team (Appendix-A). Five hundred ten questionnaires were sent home to parents, four hundred questionnaires were returned.

The second need assessment questionnaire was developed by the parent team committee (Appendix-A). The questions were distributed to only 24 parents who attended the coffee and doughnut session. The rationale behind the selection of these
parents is due to the past experiences of the administration. The experience was that those who show up for the coffee session activity was likely to be the potential and trusted parents to depend on for recruitment of non-participating/involving parents.

2. DEVELOPMENT AND DESIGN OF INSTRUMENT

The instruments used for this study were needs assessment questionnaires 1 & 2 and survey questions for parents (Appendix-A). Also, survey questions for the teachers were developed (Appendix-A). Semi-structured oral interviews were also used during meetings with stakeholders, and informal interaction of the researcher and four parents at the schoolyard. Observational data was collected through note taking and was used at each stage of the research. A parent logbook was created to keep track of how many parents visited to volunteer at any time during the school and after school programs. The decision for the development of the above logbook was due to the fact that the community coordinator had no adequate data showing parental involvement in the school. Furthermore, the rationale for the creation of the logbook was to collect adequate data of parental involvement to enable the committee to provide appropriate incentives to those parents who have volunteered or donated their time to the school. The business and church organizations in the community were invited through phone calls and personal interaction. The rationales for the phone call and oral invitations were to develop personal interaction through a two-way communication in an informal situation. This decision was finally reached in collaboration with the school administrators and the state auditor who felt that personally inviting the representatives and explaining why they were needed would carry more weight, and be more welcoming than written invitations.
Fourteen representatives were invited and they attended the meeting. Formally, a thank you note was sent to each group that attended, followed by phone calls (Appendix-B).

The needs assessment questions and survey questions to parents and teachers were designed to incorporate and comply with Joyce Epstein's six types of parental involvement (Appendix-C). Epstein's types of parental involvement are also in collaboration with the COMER School development model, which Sharp School had adopted.

Selection of the population for the study was derived during the discussion meeting between the parent team, the principal, and the PTO executives, the information obtained from the general parents needs assessment for the school reform, and the researcher, at the researcher’s site (Appendix-A).

Oral interviews were conducted using semi-structured questions. The interview response was recorded through note taking. The responses for both oral interviews and needs assessment questions were analyzed to find the common theme and or needs. Due to time limitations of the research period, the researcher and the committee identified identical and non-identical responses. Then, they prioritized the responses for implementation.

**Methods/Strategies for Data Collection**

Survey questions were distributed to 14 teachers present during the staff meeting on December 18, 2000. Classroom teachers distributed the survey questions to the parents. The 14 teachers were given 25 questions each to send home with the students. The researcher intended to obtain 100% of the response from both the teacher and parent survey. Parent involvement question box developed by the committee was presented at
the hallway for teachers and parents to drop in their survey responses. Also, some personal contact was made by designated committee members to collect the survey question responses. The committee met after the response return deadline of January 26th for the survey questions to be counted and analyzed.

3. Sample and Sampling technique

The population used for this project included: parents/guardians of the students attending the intern’s site, the parent-team committee/ PTO, Sharp’s SPMT, teachers and the intern. These parents/guardians follow the same racial and social economic parameters as the students, that are of the 510 students at the intern’s site, 78% are Hispanic, 20% are black, 1% are Caucasian, and another 1% are Asian. Also, the sample for this project includes the Sharp Elementary School’s grandparents, police, fire departments, businesses and church organization representatives. Some of the above community representatives do not have their children going to school at Sharp School but have collaborative interest in the program.
Chapter 4:
Data and Data Analysis

Presentation of the Research findings:

This section answers two major questions, “What information was found?” and “what did it mean?”

The purpose of this study is to investigate and implement ways of motivating parents to become more involved in their child/children’s education.

Data collection used for this study was needs assessment survey questions, oral interviews and observations. Also, there was documentation in the parent logbook (Appendix-D).

Three sets of needs assessment questions were developed in different stages of the action research. The first needs assessment was done in collaboration with the SMT members, to obtain parent input for the establishment of whole school reform, and for the intern to investigate areas of need for her study before the summer holiday (Appendix-D). One question out of nineteen needs assessment questions specifically asked the question of the willingness of parents to volunteer at the school. From the responses, there was an indication that 68% of the parents responded “yes” while 32% responded “no” (Appendix-A).

The question that was prompted with the revelation of the above data was that if 68% are willing to volunteer, why doesn’t that 68% participate in various activities and
join the PTO? The above concern and question was also expressed by the school administrators and the PTO executives.

It was then that the intern, who is also a member of the SMT, decided to work on ways of motivating parents to get more involved in their child’s education.

The second needs assessment question was developed at the beginning of the school year by the parent team to identify parents’ needs, their willingness to serve as volunteers in various ways, and how the school can help them. The questions developed were geared toward obtaining the above information from the parents. During the coffee and doughnut session, 40 questionnaires were distributed. Of the 40, 24 were completed and were returned at the end of the session. Later during the week, when the intern was supervising students in the morning in the schoolyard, 11 parents who normally drop their children to school returned their responses to the intern. A total of 35 questionnaires were returned, out of the 40.

The questionnaires contained 8 question groups, to provide the answer and get input of:

- Parent willingness to get involved in their children’s education
- What kind of involvement
- Time willing to donate/volunteer
- Problems, if any, that would hinder them from helping their child in reading and in homework
- Ways in which the school could be more helpful
- Convenient times and days of the week for them to participate in programs, workshops and training
The responses obtained were analyzed as followed:

**TABLE 1:**

<table>
<thead>
<tr>
<th>Questions 1 &amp; 5</th>
<th>Yes</th>
<th>No</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Would you like to get involved in your child’s education?</td>
<td>96%</td>
<td>4%</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Do you have any problems helping you child in reading and homework activities?</td>
<td>10%</td>
<td>77%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Looking at the percentage table above, the majority of the parents are willing to be more involved in their children’s education. In responding to question number 5, the parents who stated that they have no problems in helping their children in academic work out numbered those who stated “yes”. However, there was a problem with the non-respondent parents. Those 13% might feel uncomfortable indicating they have difficulty helping their children with schoolwork.

What this 90% of involvement means is that the studied parents are eager to get involved but need to be invited and be provided with resources needed.

**TABLE 2:**

<table>
<thead>
<tr>
<th>Questions 2 &amp; 3</th>
<th>Responses in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Would you like to get more involved in your child’s education:</td>
<td>57%</td>
</tr>
<tr>
<td>a. At school</td>
<td>43%</td>
</tr>
<tr>
<td>b. At home</td>
<td></td>
</tr>
<tr>
<td>3. In which activities would you like to volunteer your time?</td>
<td>31%</td>
</tr>
<tr>
<td>a. classroom/ room mother</td>
<td>26%</td>
</tr>
<tr>
<td>b. trips</td>
<td></td>
</tr>
<tr>
<td>c. lunch program/ playground</td>
<td>9%</td>
</tr>
<tr>
<td>d. Assemblies/ holidays</td>
<td>29%</td>
</tr>
<tr>
<td>e. Hall monitor</td>
<td>5%</td>
</tr>
</tbody>
</table>
The interpretation of Table 2, for question number 2 illustrated that 57% of the parent population involved in the study have the desire to participate in the school activities for the education of their children. Also, 43% of the parents responded with a desire to help their child at home. This indicates that activities should be developed and implemented to motivate the above parents to participate.

In question number 3, a variety of options were provided to obtain the parent interest of activity to be involved. The data shown above identified and verified that 31% of the parents would like to participate in school to help teachers in the classroom or act as room mothers. 26% indicated their interest of involvement in school/class trips and 9% expressed an interest in volunteering during the lunch program and/or playground supervision. Furthermore, there were 29% of the studied parents who affirmed their involvement during assemblies and/or holiday programs. Lastly, there were the 5% who stated that they would be involved in hall monitoring and/or hall duty.

The meaning derived on the above responses were that the 31% who would like to be room mothers or serve as classroom helpers should be provided with the opportunity to experience same. The opportunity to experience some trip involvement should be provided to the 20% respondent while assembly programs be developed and complemented to include the involvement of the identified parents.
Table 3:

<table>
<thead>
<tr>
<th>Questions 6 &amp; 7</th>
<th>Responses Analyzed in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. In which way could the school be more helpful toward your needs?</td>
<td></td>
</tr>
<tr>
<td>a. educational workshops for parents</td>
<td>43%</td>
</tr>
<tr>
<td>b. A lunch-in for grandparents’ day</td>
<td>3%</td>
</tr>
<tr>
<td>c. ESL classes</td>
<td>0%</td>
</tr>
<tr>
<td>d. Parents’ resource center</td>
<td>51%</td>
</tr>
<tr>
<td>e. Other:</td>
<td>3%</td>
</tr>
<tr>
<td>7. Which time of the day or week is most suitable for you to participate in the program/training</td>
<td></td>
</tr>
<tr>
<td>a. Morning</td>
<td>34%</td>
</tr>
<tr>
<td>b. Afternoon</td>
<td>12%</td>
</tr>
<tr>
<td>c. Evenings</td>
<td>17%</td>
</tr>
<tr>
<td>d. Saturdays</td>
<td>37%</td>
</tr>
</tbody>
</table>

Examining the percentage score tables for question 6, 43% of the parents expressed the need for educational workshops for parents. A lunch-in for grandparents’ day scored 3%. The intern speculates that this percentage might be the cause of one grandparent who was present during the coffee and doughnut session. There was no response to the need for ESL classes. Looking at the need of the parents’ resource center choice option, it is interesting to note that 51% of the parents involved in this study supported the need for a parent resource center. This data represents that the 3% for the “other” are due to the parents who responded “N/A” for not applicable.

Responding to question 7, there was an indication that 34% of the parents expressed that the mornings would be most suitable for them to participate in the programs/training. 12% noted that a convenient time would be the afternoon. Another 17% responded that the evening suited them best, while still 37% of the involved parents decided that Saturdays work conveniently for them.
The findings here mean that the appropriate time to schedule any program to involve more parents would be mornings and Saturdays.

**TABLE 4:**

<table>
<thead>
<tr>
<th>Questions 4 &amp; 8</th>
<th>Parent response in %</th>
<th>Range of hours to volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. How many hours per week are you willing to volunteer?</td>
<td>65%</td>
<td>10-20 hours per week</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>2-10 hours per week</td>
</tr>
<tr>
<td>Please tell us your concerns toward you child/children’s education</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

On the table above for question 4, there was an indication that 65% of the parents were willing to volunteer the average amount of 10-20 hours a week. The rest of the 35% expressed their willingness to set aside 2-10 hours a week for involvement in school activities.

This means that the majority of the parents studied are more eager to sacrifice any available time for the school activities and their children’s education.

The result for question 8 recorded the fact that 11% of the studied parents made comments as follows:

"My child being properly taught and educated, and any concerns regarding my child’s weakness, please inform me so that the problem can be resolved."

Another parent stated that: "My child, RJ is in special education with Ms. "Esp," and I would like to be involved in his education to make him feel positive about everything. Then he can say, "I can do it Mom!" There was a parent who responded that her child was in third grade. She wrote, "No concerns at this time."

Reading through the question responses for number 8 question, A father stated,
“My two children are in Mrs. “AB’s” class. I am pleased with how she works with my children and other students in her class. This is because she has opened doors for parents to visit and help in her class at any time. I have had several opportunities helping to read for my children and other students in her class. I think that all parents should volunteer some time for the students in the class. My children feel proud when my wife visit their classroom to help. I also feel happy helping other kids. I have learned a lot since my children moved into that class. I have confidence helping my children with their homework. This is because Mrs. AB works with you step by step, showing you how to help the children with the homework and other activities. I will be available during my off days to continue my involvement in the school and in my children’s classroom.”

What this means is that 65% of the parents who responded are willing to volunteer 10 hours or more a week for the involvement of education of their children.

With the result of the analyzed data, the committee met to plan and prioritize the following activities due to time limitations with the collaboration of SMT, PTO, and the school administrators. To create a welcoming atmosphere and environment, the committee designated some members to produce posters with Logos: - “Parents are welcomed”, and “it takes a village to raise a child.” These posters were used to decorate every part of the building with more emphasis on the front doors, creating a comfortable welcome to parents dropping their child off. Also, “helping hands” posters were posted at the front office and at every classroom door for each teacher.

The second activity was a session with the parents of the fifth grade students, on September 19th, 2000, (Appendix-C). The guidance counselor used this forum to explain
and educate the parents on the new standardized test the students would be taking in April. She asked for their help in making sure that the students were present everyday in school, monitoring homework, reducing TV viewing, and reading books and newspapers with them.

During the discussion between the intern and the principal, an idea was shared to plan the back-to-school night to include incentives/ rewards for parents who attended. The same idea was shared with the committee. Effort was made to search and obtain some free gifts for the parents. This assignment was given to the computer teacher who unfortunately was on the transition of transferring to another school district. She made great effort to obtain some sites for the incentives, but it happened that it was meant for an individual free offer by the parents. That plan failed.

As the school was going through reformation with the COMER program, the principal wanted to get rid of most of the older books. The intern suggested that the books might serve as a good incentive and resource element for parents. Then the principal stated that since he did not have his account ready to purchase for any items for the parents, that he could make the old books available for parents who attended the back-to-school night.

The back-to-school night was covered with speech and workshop by the principal, the vice-principal, the COMER school facilitator, and the intern. All spoke and explained different COMER components and elements. The vice-principal explained the ESPA test and scores (Appendix-C). About 65 parents attended the group conference in the auditorium.
The 4th activity was meeting with the fire department, businesses and church organization representatives (Appendix E). On November 11th 2000, a discussion was held on the key issues of their getting involved with the school to share their ideas and have a voice in the school decision making. At this meeting, it was established that the University of Medicine and Dentistry of New Jersey-School of Osteopathic Medicine, a branch of Kennedy Memorial Hospital, would be presenting at career day for our 5th graders, the graduating students during the promotional exercise.

Starting from October 27th, the intern and the parent team provided coffee, tea and doughnuts in the parent resource center, which the intern and the committee planned, developed, and established. The schedule for the above motivation program (coffee and doughnuts) is every Friday morning from 8:30-9:15am (Appendix-C).

On November 21st, there was a Thanksgiving dinner for the 5th grade parents (Appendix-C). This program was planned and executed in collaboration with the intern’s parent team/PTO and the 5th grade teachers. Also, the community businesses and organization representatives, most of whom donated the turkey used for the dinner, were invited. This was the 6th motivational activity.

Also on November 27th, a parent-teacher conference night was held. Most teachers recorded 100% attendance of their parents (Appendix-D). Parents were given some books as incentives while teachers and students who had 100% parent attendance were rewarded with a pizza party

On November 30th, the intern and the Hispanic club/committee presented cultural awareness programs for students, parents, and community members (Appendix-C). This program was designed to sensitize parents, teachers, students, and other community
members to learn through cultural diversity. This was the 7th motivational and recruiting activity.

Another exciting and rewarding activity organized and coordinated by the intern, the parent team committee, and the school administrator was the breakfast served to the parents, one hour before the students' performance for the Christmas concert on December 19th (Appendix-C).

February 23rd and 27th were designed to present rich African and African-American heritage culture for the parents and entire school community (Appendix-C & D). Fashion show, dancing, and a Wax Museum were presented. To accommodate those parents who could not attend the day show on the 23rd, an evening show was performed on the 27th.

The next step, taken by the committee and the intern, after the above motivational activities was to present the rest of the listed objectives and activities planned to be performed to the principal, the vice-principal, the PTO executives, and the COMER school facilitator (Appendix-C). On the approval of the previously mentioned personnel, the principal then presented the ideas to the School Planning and Management Team members. At the meeting with the SPMT members, the intern was directed to explain the activities. After the intern's explanation and answering of questions on the listed objectives and activities, it was also approved on that level. Since the school is involved in a zero-based budget, the principal advised the intern and the parent team committee to budget for the personnel needed, (bilingual school coordinator) materials, and equipment needed for the implementation of the objectives and activities. The bilingual school coordinator need was arrived at, because 78% of the parents and students are Spanish-
speaking. Therefore, to reach these parents, bilingual community school coordinator is needed to break the communication barrier. The intern and her committee met to budget the amount to be spent for the 2001-2002 school year. Meanwhile, for the year 2000-2001, some money, about $3532, was allocated for the parent involvement programs through the Title I budget (Appendix-C). Some money was allocated to purchase a computer, TV/VCR, and tapes to equip the parent resource center which was established by the intern and her parent team committee. Money was also allocated for seven workshops for the parents. This allocation was for the presenter/consultant and refreshment for parents. Other activities budgeted through the Title I program, were winter parent team conference with the parents, parent breakfast/coffee klatch, end of the year parent conference, and plaques for the parents of the year. The parents of the year awards were given to those parents who donated their time to volunteer during school and after school for activities. Also, the parents whose child/children have had perfect attendance and returned their homework to the teacher were awarded. The criterion for this award was obtained from the parent signing book/log, student’s attendance registrar, and classroom teacher’s record for homework activities.

In order to serve the parent population, it is important to understand what is important to them. It is critical to view their need by obtaining their input through interviews, questions, phone calls, and personal interaction. The intern and the parent committee made every effort to collect data by providing a sign-in book for each activity performed. A logbook was also provided in the office to keep track of parent volunteers.
At the beginning, the intern wanted to investigate all the activities presented to parents in the previous year and obtain the record of parent attendance to compare how much impact and effectiveness the project would produce.

All effort to obtain the above information from the school community coordinator proved to be abortive. The school community coordinator made excuses. She expressed that, due to her consistent movement from lack of office space, she was not able to keep track of the location of those records. Then, the intern and the parent team met to agree that comparison at this time would not be feasible. Rather, we would have to establish our own record of events, activities, and parent attendance and volunteer records to compare with next year. In other words, this year, active parental involvement programs would be the baseline for next year’s measure of impact and effectiveness.

Furthermore, the Christmas concert where breakfast was served to the parents before students’ performances attracted many of the parents, grandparents, business representatives and community organizations to the event (Appendix-D).

As the activities were developed and implemented by the committee and continued to progress, the committee met to discuss the need to bring volunteer parents to help in the classrooms. After several deliberations on how and what they would do in the classrooms, it was agreed that 2 sets of questionnaires be developed and distributed to teachers and parents (Appendix-B). This action was executed as planned. The responses were returned as explained below.

16 questionnaires were distributed to the teachers who attended the staff meeting to obtain their input of classroom involvement. 7 responses were returned. In question 1, which asked, would you be interested in having classroom become a “hang out” for
parents to assist in several areas of need? 3 teachers responded “no,” however one of the teachers responded no with this comment, “No, only because I work in a small room with other teachers. I believe parents can work in classrooms as tutors.” A co-teacher in one of the second grade classroom did not respond yes or no, rather, he stated: “Right now, Mrs. C, Miss X and I are working well together, but I am still getting phased in. It would probably be better for them not to have more new people to help until they adjust to me being there full time.” The rest of the teachers did not respond or comment, on question number 1.

In question number 2, which asked if parents would like to get more involved in their child’s education, there was an indication that 2 teachers responded yes with the choices of arts and crafts activities, arranging for parties and assisting during field trips. 1 teacher responded as above, however, she added, “yes, special activities not during instructional time.” The rest of the teachers did not provide responses to this question.

Examining question number 3, which says, “when would it be feasible for you to welcome parent volunteers into your classroom?” one teacher responded with a special statement, “Only when asked.” Another teacher stated, “I am not sure.” The rest of the 5 teachers did not answer the question.

At the “comments” section of the questionnaire, various teachers provided the following statements. A fourth grade teacher responded, “Only activities which do not deal with academics. I also would not like them to come in whenever they want. This could cause many problems for myself and other teachers.” Another teacher stated, “I would come up with some classroom activities that would involve the parents.” One of the first grade teachers said, “We are in need of parents with arts and crafts projects ideas,
but parent readers are always welcomed also.” A co-teacher in second grade said, “It would be good not to jeopardize the instructional assistants in grades Pre-K, K, and 1st.” He went on to say, “P.S. We need more lunch aides.” Today, they plan to have four classes in the gym during the second lunch.” Another second grade teacher wrote, “need for parties and field trips.” An ESL teacher was concerned when she wrote, “some of our parents don’t speak English, volunteers as translators needed.” The rest of the returned questionnaires had no comments written on them.

Counting the parents’ survey questionnaire, it was found that 16 questionnaires out of 30 questionnaires were returned. Reviewing the four questions presented in the survey, 10 parents responded “NA” in all of the questions. However, some of their comments are as follows: “I will help donate what I can.” “I would love to help, but I can’t. I just had a baby.” “I work up to 4:30pm or 5:00pm.” “Sorry, I work from 7:00am- 3:00pm.”

The rest of the six parents responded positively in all the four questions, some identifying specific times, days and their interest in volunteering. Some said, whatever you need me to do in question 3. In question 4, a parent said yes, with the following comment, “I am going to look for my arts and crafts magazines to see what to make, more likely, I’ll show them how to make play-dough.

With the results of the above analysis, the committee decided to hold sending parents into the classroom, but to continue with other activities that are progressing. However, they supported the chairperson and the intern, who volunteered to use their special Education classrooms as the pilot for parental involvement. Meanwhile, the 2 teachers involved are utilizing the parents help in their classrooms.
Oral Interview

A semi-structured oral interview was conducted with one of the parents who volunteered her time to work with the teachers in a parent involvement pilot classroom.

Some of the questions of the interview included: (1) how do you feel helping your child in the classroom? (2) What is your child’s attitude to seeing you in his classroom helping his teacher and other students? (3) From your experiences participating in your child’s education, what will be your advice to other parents who don’t offer the same opportunity to their children?

In question number 1, she responded that she felt happy to have first-hand information on how the teacher is teaching her child. She stated that it is an excellent experience to her and she had learnt a lot. “I now have more confidence in the teacher and her assistance. They have great talent working with those children.” Responding to question 2 she said, “My child likes it when I come to the classroom. His behavior is improving and his self-esteem is also increasing. He feels proud of himself.”

Answering question 3, she stated, “I will tell them to make time to visit and help in their children’s classrooms/school. I don’t usually have time to help my child at home. Helping my son in his classroom with other students could have made up any of those times lost by engaging in other activities. Experience had shown me that it is important to make that sacrifice for our children.” She went on to say during informal discussion, that she has no complaints for her son’s teacher. Also, that she knows what she is doing. When asked, what is your son’s teacher’s reaction about your being in the classroom most of the time, she responded, “She likes it. I help her grade the papers, test/evaluate
the students and read to my son and other students. She is really pleased with my presence.”

Summary:

With all the analyzed data and the oral interview information, it is evident that the parents were becoming comfortable with coming into the school building for participation, as opposed to the earlier relationship with the school staff. The studied parents were becoming more expressive and were willing to share their input for the benefit of their child’s education.

Also, there were indications of trust building relationship between the parents who volunteered in the parents’ involvement pilot classrooms and their teachers. This relationship exhibited strong partnership in education between the teachers and the parents. Furthermore, there was an expression of appreciation by the volunteer parents because of their experiences of hard work preformed by the teachers in the classroom.
Chapter 5:
Discussion and Interpretation of Finding

The purpose of this study was to investigate ways to motivate parents to get more involved in their children’s education. In this chapter, some questions relating to the areas of focus for the parental involvement will be answered. Such questions included:

- What method did Sharp School use to gain parent input into policies related to parental involvement.
- To what extent are parents actually involved in decisions on parent involvement strategies, school-wide plans and the funds reserved for parent involvement activities?
- Is Sharp School community supporting a strengthened school/parent partnership?
- What practices are most promising in strengthening the school/parent partnership at home and at school?

This chapter will also describe and interpret the results analyzed in Chapter four. From this exercise, the conclusions were drawn with necessary recommendations. The discussions were organized into the following sub-headings:

a. Statement of the questions and the resulting responses
b. Conclusion from the funding
c. Educational Implications
d. Recommendation for future research
A. **Statement of the Question and the resulting responses**

The questions are: (1) What method did Sharp School use to gain parental input into policies related to parental involvement. Sharp School is undergoing a whole school reform and has adapted the COMER School Model. In the COMER School Model, parental involvement is built into part of the element of the school development program. For a successful school development program, Sharp school must obtain parent input in order to initiate the program. To obtain their input, need assessment questionnaires were given to the parents. The data collected from the initial needs assessment survey prompted the researcher, the school administrator, and SMT members to embark on the investigation of the ways of motivating parents to participate more in the education of their children. The explanation and the analysis of the initial needs assessment survey and other subsequent assessment surveys were preformed in Chapter 4. In tables 1-4, various questions relating to involvement, strategies, and activities for motivations were presented. Analyzing the responses, in table 1 questions, there were indications that most parents studied were willing to get involved more.

(2) To what extent are the parents actually involved in decisions on parent involvement strategies, school-wide plans and funds reserved for parent involvement activities. In Chapter four, there were discussions of the invitations given to the community members to share in the school-wide decision making. As Sharp School has a school based management, parents have a quota to represent in making decisions and planning for the school. That quota represents 25% of the parent involvement. Parent/teacher organization and parent team committee also served as a bridge between SMT and PTO. The logbook record will also show to what extent parents are actually
involved (Appendix-D). The funds reserved for parental involvement activities where parents help to raise funds through the sale of various items as authorized in the school. Through the whole school reform process, the parent team was mandated to plan and budget the money needed for planned activities. Through the Title I fund, parents were allocated some money for parental involvement activities (Appendix-C).

(3) Was Sharp School's community supporting a strengthened school/parent partnership? This question can be answered from the various activities performed in Chapter 4 for the parents' recruitment and motivation. Also, as a result of those responses from the parents and other stakeholders, the parent team was supported by the Sharp School Management team to budget for the hiring of a bilingual school community coordinator to help in breaking the communication barrier between Sharp staff and parents (Appendix-C). This is because, the school consists of mostly 78% Hispanic community. In order to reach out to bring and educate parents on parental involvement, in the successful education of their children, a bilingual school community is needed. This will help parents to open up and express their views comfortably.

Conclusion from Findings:

From the findings made and the interpretation of results, the researcher concludes that:

- Majority of the parents studied were willing to participate in the education of their children both in school and at home with homework and other related activities.
- The intern achieved her objectives in the development and enhancement of her skills in communication, interpersonal relationships, partnerships, empowerment, and cooperative teamwork.

- The intended organizational change was obtained. This was because, parents can comfortably come into the building, sign in the logbook and request to see their children’s teacher or participate in various activities as presented in this school.

- Sharp School staff have expressed a regard to their relationship with the families as a partnership in which home and school share responsibility for children’s learning.

- Children were presented with more opportunities for meaningful engaged learning through cultural awareness activities and Christmas concerts where parents participated on both the development, establishment and implementation.

- Students were able to see the connection of the curriculum in the school and the skills that are required in the real world through open and two-way communication between the parents and the teachers and school administrators.

- Sharp School had utilized the result of the findings from this project to provide the teachers the opportunity for professional development training on collaborating with parents and families, learning about family dynamics and nontraditional family structures. The training was geared towards improving
two-way communication between school and home, reducing barriers to family involvement and understanding diverse cultures.

- Family involvement of Sharp School had increased to extend to the community members such as the church, bank, business and health care representatives to participate in decision making and procedures.

- Through the formation of parent team committee for this project the “T” in PTO, which stood for teachers, and usually didn’t have teacher participation, was well represented in this committee that serves as a bridge between the SMT and the PTO. With this committee, the members became instruments of getting parents and teachers together to educate kids who could get lost when the adults’ start, “shouting at each other”. This is opposed to the idea of the group concentrating on how to “deal” with the non-compromising attitudes of parents.

- The increase of parental involvement of Sharp School has made every member of the school community aware of the importance that “everyone’s on the same side, or should be that of the child.”

- To break communication barriers, due to non-English speaking parents, Sharp School needed to hire bilingual school community coordinator.

**Educational Implication:**

This research will help to enlighten other neighboring schools to develop and implement motivational activities for parental involvement.
It will highlight the importance of the school district to adequately provide training to both parents and teachers on how to work collaboratively as partnership in education for the higher achievement of the students.

It will identify the most promising practices applied in strengthening the school/parent partnership at home and in school.

This study will exhibit the extent that the parents are actually involved in decisions on parent involvement strategies, school-wide plans and funds reserved for parental involvement activities.

**Recommendation:**

Follow up research is suggested to investigate:

- The attitude of teachers toward parental involvement in classrooms
- Parents’ perception of parental involvement in middle schools
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Appendix A

Research Instruments
1. Does Sharp School provide a safe environment for your child? Yes No
2. Do you feel parents are greeted in a friendly, courteous manner when they contact the school? Yes No
3. Are parents who speak little or no English given opportunities to understand school policy and participate in school activities? Yes No
4. Do you feel that Sharp School provides a positive learning environment for your child? Yes No
5. Do you feel your child's individual needs are being met at Sharp School? Yes
6. Do you feel comfortable talking with the teacher? Yes No
7. Would you like Sharp to have an orientation program for parents who are enrolling their child for the first time? Yes No
8. Are you satisfied with your child's progress at Sharp? Yes No
9. Are you satisfied with the academic program at Sharp? Yes No
10. Do you find the discipline procedures are effective at Sharp? Yes No
11. Does Sharp provide clear written materials to parents about school matters, and keep in regular contact with parents? Yes No
12. Would you be willing to volunteer at the school? Yes No
13. Do you feel students should wear uniforms daily at Sharp School? Yes No
14. Are you aware that the Board of Education mandates homework be given 4 nights a week? Yes No
15. Would you like Sharp School to provide an after-school homework program? Yes No
16. Would you like more than one day for parent/teacher conferences? Yes No
17. Are you aware you can make an appointment to speak with a teacher or administrator? Yes No
18. Would you like to have access to the library or media center? Yes No
19. Would you be interested in parent workshops to assist your child with homework? Yes No
### Parent Survey Summary

The following is a summary of responses to our survey given to the parents and guardians of our students at H.C. Sharp School. Numbers indicate % of total responses.

<table>
<thead>
<tr>
<th>Question #</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td>91%</td>
<td>09%</td>
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<tr>
<td>3</td>
<td>89%</td>
<td>11%</td>
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<tr>
<td>4</td>
<td>93%</td>
<td>07%</td>
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<tr>
<td>5</td>
<td>83%</td>
<td>17%</td>
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<tr>
<td>6</td>
<td>91%</td>
<td>09%</td>
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<td>7</td>
<td>88%</td>
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<td>8</td>
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<td>9</td>
<td>86%</td>
<td>14%</td>
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<td>10</td>
<td>82%</td>
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<td>11</td>
<td>88%</td>
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<td>12</td>
<td>68%</td>
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<td>13</td>
<td>74%</td>
<td>26%</td>
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<td>14</td>
<td>90%</td>
<td>10%</td>
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<td>15</td>
<td>89%</td>
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<td>16</td>
<td>78%</td>
<td>22%</td>
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<td>87%</td>
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<td>18</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>19</td>
<td>78%</td>
<td>22%</td>
</tr>
</tbody>
</table>
NEED ASSESSMENT QUESTIONS
FOR PARENTS

1. Would you like to get more involved in your child’s/children’s education? Please circle one of the following: Yes  No

2. If you answered yes to question #1, would you like to get more involved in your child’s education: A. at school  B. at home (please circle A or B).

3. If you circled A in question #2, in which activities would you like to volunteer your time (please circle one):
   A. classroom/room mother  B. trips  C. lunch program/playground
   D. Assemblies/Holidays  E. Hall monitor

4. How many hours per week are you willing to volunteer? _____hrs.

5. If you circled B in question #2, do you have any problems helping your child/children in reading and homework activities? Please circle one of the following:
   Yes  No

6. If you circled yes in question #5, in which way could the school be more helpful towards your needs (please circle one):
   A. Educational workshops for parents
   B. A lunch-in for Grandparent’s day
   C. ESL classes
   D. Parents’ resource center
   E. Other: ___________________________

7. Which time of the day or week is most suitable for you to participate in the programs/ training? Please circle one of the following:
   A. Morning  B. Afternoon
   C. Evening  D. Saturday

8. Please tell us your concern(s) towards your child’s/children’s education.
1. Les gustaría envolverse mas en la educacion de sus ninos? Favor de hacer un circulo en la siguiente

SI  NO

2. Si contesto si a la pregunta #1, les gustaría envolverse mas en la educacion de sus ninos: (Favor fr circular A o B)

A. en la escuela
B. en su casa

3. Si circulo la A en la pregunta #2, en que actividades le gustaria servir de voluntario

A. salon/madre en el salon
B. viajes
C. programa de almuerzo/recreo
D. asambleas festivos/dias
E. Vigilancia en los pasillos


5. Si circulo si en la pregunta #5, de que manera la escuela puede ayudarlo con sus necesidades (favor de circular una)

A. Taller educacional para padres
B. Almuerzo-en la escuela para de Dia de los Abuelos
C. Clases de ESL (Ingles como segundo lenguaje)
D. Centro de recursos para padres
E. Otro:_________________

6. Que hora del dia es mas conveniente para usted participar en programas/entrenamiento?

A. por la mananas
B. por la tarde
C. anochecer
D. sabado

8. Favor de decimos sus preocupaciones con respecto a la educacion de sus ninos.
H. C. Sharp School
Parent Team
Parents Survey

1. Are you interested in being a Parent Volunteer?

2. What days and times are you available?

3. What activities would you like to assist with?

4. Would you like to demonstrate Arts & Crafts to the Children?
   What type?

Name ________________________________
Address ________________________________
Phone ________________________________
H.C. Sharp Elementary School
Parent Team
Parent’s Survey

1. ¿Estaría usted interesado en ser un Padre Voluntario?
   Si___ No____

2. ¿Qué días y qué tiempo estaría usted disponible?
   Si___ No____

3. ¿En qué actividades podría o le gustaría ayudar?
   Si___ No____

4. ¿Le gustaría demostrar Arte y Artesanía a los niños?
   Que tipo?

Nombre______________________________

Dirección____________________________

Teléfono_____________________________
H.C. SHARP
PARENT TEAM COMMITTEE
2000 TEACHER SURVEY

1. Would you be interested in having your classroom become a hang out for Parents?

We will be soliciting parents to volunteer to be room mothers, teacher helpers, and just provide overall assistance to teachers within the classroom setting.

2. If you could have a parent to assist you with activities with the classroom, what activities would you like help with?

Some suggestions: Arts and crafts, arranging parties and other field activities, doing activities at our parties, games, and having other parents participate during special activities in the classroom.

3. When would it be feasible for you to welcome parent volunteer into the class?

NAME ______________________________ GRADE __________________

COMMENTS: __________________________________________________________________

__________________________________________________________________________

*VOLUNTEERS NEEDED TO PILOT OUR PARENT CLASS VISITATION PROGRAM!
Appendix B

Correspondence
October 12, 2000

Captain Raynaldo Santiago
Camden City Fire Department
4 N. 3rd Street
Camden, New Jersey 08102

Captain Santiago,

We really cherish your input and attendance at our SMT meetings. Your attendance will benefit the children’s achievement and development. The Sharp School family would like to give you our deepest appreciation for becoming part of our school management team.

Yours truly,

Joseph Falco,
Principal

Albert Campbell, Vice Principal
October 12, 2000

Captain Raynaldo Santiago
Camden City Fire Department

H.C. Sharp Elementary School
32nd & Hayes Avenue
Camden, New Jersey 08105
Tel. (856) 966-8988

Joseph Falco, Principal
Albert Campbell, Vice Principal

October 12, 2000

Reverend G. Kent Walmsley
Hope Memorial Baptist Church
952 N. 34th Street
Camden, New Jersey 08105

H.C. Sharp Elementary School
32nd & Hayes Avenue
Camden, New Jersey 08105
Tel. (856) 966-8988

Joseph Falco, Principal
Albert Campbell, Vice Principal

October 12, 2000

Marie S. Bollers
Implementation Coordinator
Yale University/SDP Comer
26 Mercator Lane
Willingboro, NJ 08041

Ms. Bollers,

We really cherish...
Ms. Switala,

We really cherish your input and attendance at our SMT.
Mr. Garrison,

We really cherish your input and attendance at our SMT meetings. Your attendance will benefit the children's achievement and development. The Sharp School family would like to give you our deepest appreciation for becoming part of our school management team.

Yours truly,

Joseph Falco,
Principal

Albert Campbell,
Vice Principal
March 26, 2001

Dear Parents,

We’re kicking off a new after-hours program called Family Reading Night. It’s an opportunity for you and your children to come to the school one night a week to read, together or alone, and to talk about books. Perhaps, more importantly, it’s a chance to have fun and invest some quality time in your children, and in their education here at HC Sharp School.

Family Reading Night is every Monday night from 6:30 p.m. to 8:30 p.m. in the school library starting May 7, 2001. You need not commit to every week, and you are welcome to come and go on your own time schedule. A teacher’s aide and students will be on hand to help you find books and if you’d like, to take a computerized test with the Accelerated Reader Program.

I’d also like to thank Mr. Falco, Ms. Higs, and the parent team committee for their support, and PTO executives for sponsoring Family Reading Night by helping satisfy necessary expenses.

When you demonstrate that reading is an important activity in your life, it goes a long way to instilling a love of reading in your child. Please plan to drop in on Family Reading Night!

Sincerely,

Bibiana Acholonu (Intern)

P.S. Each child must be accompanied by an adult. Attendance by child with an adult qualifies him or her to earn a chance in our weekly drawing to receive a student of the week pencil. We’ll also have coupons from Pathmark for adults. See you there!
To: Mr. Falco  
From: Mrs. B. Acholonu/ Parent team Committee  
Subject: To provide a parent log book in the office  
Date: November 16, 2000

For efficient and accurate accountability of parental involvement during various activities in our building, we request that you provide a book/binder to be placed in the office for every parent who volunteer for any activity or attend any conferences or open house can sign in and out. Also, there should be an indication of the time/hrs. spent during activities, conferences/workshops, etc.

This record will help us to keep track of any emergencies or incidents that might occur while parents are in the building or on trips with teachers.

Among other things, this log book will help us in selection of The Parent(s) Of The Year for The End Of The Year Parents Award.

Thanks for your attention and cooperation to this matter.
September 11, 2000

Dear Parent:

Enclosed is a permission form for you to sign if you want your child to receive Tylenol for a temperature over 101 degrees. The Tylenol will only be given once to your child in a school day.

You must send an adult to pick your child up from the nurse’s office as soon as possible when notified that your child has a temperature over 101 degrees.

The school nurses will not give Tylenol for any other reasons with this permission slip except as stated above.

Sincerely,

Regina Broadbelt, Supervisor of Health Services

[Signature]

Dr. Michael Weingarten, Chief School Physician

[Signature]
11 de septiembre de 2000

Estimados Padres:

Adjunto le estamos enviando un permiso para su firma si usted quiere que su niño/a reciba Tylenol cuando tenga una temperatura sobre los 101 grados. El Tylenol se le dará solamente una vez a su niño/a durante el día escolar. Cuando se le notifique que su niño tiene una temperatura de más de 101 grados usted deberá enviar inmediatamente un adulto a recogerlo. El niño/a estará esperando en la oficina de la enfermera.

Las enfermeras de las escuelas no le darán Tylenol a sus niños por ninguna otra razón, con este permiso, excepto por la especificada arriba.

Sinceramente,

Regina Broadbell, Supervisora de Salud
Dr. Michael Weingarten, Jefe Médico de las Escuelas
ADMINISTERING MEDICATION

ADMINISTRATION OF TYLENOL (ACETAMINOPHEN)*

Standard Medication Order

Parental Permission:

I give my permission for the school nurse of ____________________________ School to administer Tylenol (acetaminophen) to my child for a temperature elevation of 101 F. degrees or above (oral temperature). The dose of the medication will reflect the child's age and weight.

Only ONE dose will be administered a day.

Does your child have any allergies to medication. If so, please list the name of the medication(s):

Usual mode of administration:

Elixir (liquid)  
Chewable  
Tablet

Parent's signature___________________________
Date:______________________________________
Address:___________________________________
Telephone:_________________________________

Name of Physician:__________________________
Telephone:_______________________________

*Tylenol (acetaminophen) should not be given to children with liver disease.

Date: October 26, 1998
December 7, 2000

Dear Parents/Guardians,

The Cheerleaders will be having a Holiday Celebration with the Safety Patrol on Friday, Dec. 15, 2000 from 2:30 - 4 pm. We would appreciate any help you could give. There is a list of some items your child could bring. There are approximately 40 children. A permission slip for you to sign will be sent home next week.

THANK YOU
CHIPS
PRETZELS
PLATES
NAPKINS
CUPS
DIP
POPCORN
SODA
JUICE
CANDY TREAT
PLATES
YOUR IDEA

My child ___________ will bring ______________ for the Holiday Celebration.

_________________________ ____________________
Parent’s Signature Date
H.C. Sharp Elementary School
Uniform Survey

Most of the parents who responded to the survey about school uniforms said that they were in favor of them and would like to begin in January. Some parents said that they would need time to work this into their budgets.

At this time, wearing uniforms is optional. If you would like your child to begin wearing the Sharp School uniform in January, that’s fine. For those who need more time, allow yourself the time to do so. We are aiming at grades kindergarten, first, and second. In September, we will try to institute this in the upper grades.

The uniform for girls is a navy blue skirt or slacks, a white blouse and a red tie; for boys, it is navy blue trousers, white shirt, and red tie. It can be purchased at Forman Mills and other reasonable stores. In the cold weather, a navy blue sweater would be fine.

Sincerely,

Joseph Falco,
Principal
November 13, 2000

Dear Parents,

The PTO executive officers and several parents have expressed interest in uniforms for Sharp School. The uniform consists of a navy blue skirt, white blouse, and red tie for girls and navy blue trousers, white shirt, and red tie for boys. These are available at local stores at reasonable prices.

Please circle the yes/no responses and return this questionnaire to your child’s teacher:

1. Yes – No Would you be in favor of Sharp School students wearing a school uniform as described above?
2. Yes – No Would you like to see this begin in grades K – 2?
3. Yes – No Would you like to see uniforms in grades 3 – 5 as well?
4. Yes – No Do you think the uniform program should begin in January 2001?
5. Yes – No Do you think the uniform program should begin in September 2001?
6. Yes – No Do you disagree with the uniform concept in a public school?

My child/children is/are in grade/s ________________________________
H. C. SHARP SCHOOL
Parent/Teacher/Student Agreement

The Staff at Sharp School are committed to provide a positive educational environment and address students' needs which include the development of a positive attitude toward self and others, as well as the ability to think critically, in hope to get children prepared for the 21st century.

We pledge to work with parents, teachers, and students and community, united toward a better future. We ask that you promise to keep this pact by completing and signing the part of the agreement.

Parents: I will do my best to:

- attend at least one parent/teacher conference.
- make sure my child completes homework 4 nights a week.
- volunteer as a classroom helper.
- be supportive of school rules.
- be supportive of my child's teacher.
- make sure my child attends school regularly.

Parent/Guardian's Signature________________________

Students: I will do my best to:

- be in school every day.
- be on time, not late.
- do my homework and return it to school.
- follow school and classroom rules.
- respect the teacher and other students.
- take time to talk to my parents about what I did at school each day.

Student's Signature:________________________

Teachers: I will do my best to:

- provide a caring positive atmosphere.
- assign homework 4 nights a week.
- set a positive example for a child by showing respect for all people.
- take into account individual strengths in children.
- attend school functions and PTA meetings.

Teacher's Signature________________________
To: Principal, Sharp School
Fr: Dr. Fred Reiss, Director
Re: Excessive Absence
Date: November 16, 2000

I am pleased to report to you that the attendance computer system is reporting that the Sharp School had no children with excessive absence during the first marking period. This is an achievement of which you and the Sharp School should be proud.

Congratulations!!
November 3, 2000

Dear Staff,

Unfortunately, we have a student Geraldo Diaz from 4th grade. His mother passed away on November 1, 2000. The family asked if we can have a cash collection towards the funeral expenses because there is no insurance. Your help will be greatly appreciated. If you would like to donate, please see Ms. Esposito. Thank you.

Sincerely,

Ms. Esposito
Teacher
Dear Parents,

The Sharp School family would like to wish you a happy and prosperous New Year.

The survey that was completed in the fall revealed that many parents were interested in having their children wear the school uniform. We are encouraging all those families who expressed interest to start sending their children to school in the school uniform, which is a blue skirt or slacks with a white blouse and red tie for the girls and blue slacks with a white shirt and red tie for the boys. A navy blue sweater is acceptable if so desired. Forman Mills sells these items at a reasonable price.

On January 4 or 5, warning notices will be coming home to let you know if there is a problem in any scholastic area. The end of the marking period is January 31, giving your child some time to make positive gains.

Important dates to remember:

January 12 – No School – Teacher in-service

January 15- No School Dr. Martin Luther Kings Jr.’s birthday

Please update your emergency numbers if they have changed with Mrs. Lyles, the school nurse at 66-18989.

In case of an early closing due to bad weather, please make arrangements with your children so that they know where to go if dismissed early. This information is available on KYW radio (1060) and the FOX network. Our school number is 614.

Sincerely,

Joseph Falco
Principal
Dear Parents and Guardians:

Every year, H. C. Sharp School's 5th graders are given a Thanksgiving dinner. This year it will take place on November 21, 2000. We, the PTO Executive Board members, are inviting you to be a part of it.

We are asking for volunteers to help decorate the lunchroom as well as prepare some of the Thanksgiving dishes we need. If you would like to donate or prepare a dish or help in the decorations, just let us know. You can contact Ms. Alpheaus or your child's fifth grade teacher if you have any questions about the dinner.

**Just a reminder, this dinner is for the fifth grade classes only!**

Below is a list of items being served. This dinner is being sponsored by the H.C. Sharp PTO.

As always, your presence and participation is welcomed and greatly appreciated.

**5th Grade Thanksgiving Dinner Menu**

<table>
<thead>
<tr>
<th>DESSERT</th>
<th>DRINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Turkeys</td>
<td>3 Corn</td>
</tr>
<tr>
<td>Turkey dressing</td>
<td>3 String Beans</td>
</tr>
<tr>
<td>Gravy</td>
<td>3 Collard Greens</td>
</tr>
<tr>
<td>Rolls</td>
<td>3 Salads</td>
</tr>
<tr>
<td>Mashed Potatoes</td>
<td>3 Macaroni (baked)</td>
</tr>
<tr>
<td>Rice</td>
<td>3 Green Beans</td>
</tr>
<tr>
<td>Sweet Potatoes</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Pie (Pumpkin or apple)</td>
<td>Cake</td>
</tr>
<tr>
<td>Cup cakes</td>
<td>Jello</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Punch</td>
</tr>
<tr>
<td></td>
<td>Soda</td>
</tr>
</tbody>
</table>

Thank you in advance for your support.

Maritza Lopez-Pres.
Terry Genery-Vice Pres.
Doretta Carter-Treasurer
Mary Rea-Secretary
Appendix C

Parental Involvement Activities
SEPT. 20  SCHOOL MANAGEMENT TEAM MEETING: 3:30pm-5:30pm

SEPT. 22- OCT. 11  CANDY SALE: Mrs. Snyder-966-8995

SEPT. 25  BOARD OF EDUCATION MEETING: 7:00pm

SEPT. 26  OPEN HOUSE: 6:30pm-8:30pm

SEPT. 27  SCHOOL MANAGEMENT TEAM MEETING: 3:30pm-5:30pm

SEPT. 29  Last Day To Wear Short Pants

OCT. 6  SCHOOL CLOSED: Teachers' In-Service

OCT. 9  SCHOOL CLOSED: Columbus-Pulaski Day Observance
Remember that "In 1942, Columbus sailed the ocean blue and America was discovered."

OCT. 11  SAVINGS DAY: Mrs. McLaughlin 9:00am-11:00am

OCT. 13  SCHOOL MANAGEMENT TEAM MEETING: 3:30pm-5:30pm

OCT. 18  ATTENDANCE AWARDS DAY: Dismissal 2:25pm for students who were not absent during the month of September.

OCT. 25  SAVINGS DAY: Mrs. McLaughlin 9:00am-11:00am

OCT. 28  TIME: It is time to move the clock BACK one hour before you go to bed.

OCT. 30  BOARD OF EDUCATION MEETING: 7:00pm

OCT. 31  HALLOWEEN PARADE: Parade will start at approximately 12:50pm. Children may bring costumes in a bag and change after lunch. Children who are to go home to change, MUST bring a note from parent. Come out and see our Ghosts & Goblins.

H.C. SHARP SCHOOL PTO invites you to be an active member in association for this year. For information, please contact Mrs. Lopez, PTO President. COST: $2.50 per family.

Once again, welcome to another year at H.C. Sharp Elementary School.

PLEASE KEEP THIS POSTED FOR DAILY REFERENCE
20 DE SEPT. REUNION DE EL MANEJO ESCOLAR: 3:30pm-5:30pm
22 DE SEPT. VENTA DE DULCES: Sra. Snyder 966-8995
11 DE OCT. REUNION DE EL MANEJO ESCOLAR: 3:30pm-5:30pm
25 DE SEPT. REUNION DE EL JUNTA DE EDUCACION: 7:00pm
26 DE SEPT. OPEN HOUSE: 6:30pm-8:30pm
27 DE SEPT. REUNION DE EL MANEJO ESCOLAR: 3:30pm-5:30pm
29 DE SEPT. Ultimo dia para los estudiantes de poner pantalones cortos.
6 DE OCT. ESCUELAS CERRADAS: Reunion De Maestros
9 DE OCT. ESCUELAS CERRADAS: Dia de Columbus-Pulaski
11 DE OCT. DIA DE AHORRAS: Sra. McLaughlin 9:00am-11:00am
13 DE OCT. DIA DE EL PREMIO POR ASISTENCIA: Salida 2:25pm para los estudiantes que no estuvieron ausentes durante el mes de Septiembre.
18 DE OCT. REUNION DEL BSIP: Sra. Snyder 9:00am en el auditorio.
25 DE OCT. DIA DE AHORRAS: Sra. McLaughlin 9:00am-11:00am
28 DE OCT. CAMBIO DE HORA: Es hora de atrasar el reloj una hora.
30 DE OCT. REUNION DE LA JUNTA DE EDUCACION: 7:00pm
31 DE OCT. DIA DE LOS BRUJOS: Parada empezara a las 12:50pm. Estudiantes pueden traer sus vestidos en una bolsa y se pueden cambiar despues de el almuerzo. Estudiantes que se van a cambiar en la casa, DEBERAN de traer manaita do su padre.

EL PTO DE LA ESCUELA H.C. SHARP le invitan para ser un miembro. Para mas informacion, favor de estar en contacto con la Sra. Lopez, Presidente del PTO. Cuesto: $2.50 por familia.

Otra vez, bienvenido a otro ano en la escuela H.C. Sharp.

FAVOR DE TENER ESTE CALENDARIO PARA REFERENCIA.
H.C. Sharp Elementary School
Parent Team Committee
Needs Assessment

Revised 10-12-00

1. **A Bilingual Community Coordinator**
   This will increase communication among the Spanish Speaking Community and the School Personnel. It will help with home visitations and recruiting parents to get involved in all school activities.

2. **Professional Development Training For Teachers and Parents**
   The need is to develop an ongoing relationship between Teachers and Parents. To learn about family dynamics and nontraditional family structures. This will improve communication between the school and the home. Reducing barriers in family involvement and enhancing the understanding of diverse cultures.

3. **Educational Workshops for Parents**
   Training and assistance programs to strengthen the school/family partnership by providing educational materials for school staff and parents. Assistance to parents can include training in:
   a. Understanding the importance of challenging academic standards and how to help children meet them.
   b. Monitoring their children's progress.
   c. Skills that help parents work with their children.
   d. Assistance preparing for the GED exam.
   e. Technology Training
4. **Family Resource Center**
   To provide a place within the school where families can go and talk with each other. Where staff and other resource personnel can help families get various types of assistance.
   **Short Term Goal - A trailer**
   **Long Term Goal - An addition to the school building**

5. **Computers for the Family Resource Center**
   Technology materials such as computers, typewriters, fax machines, calculators and other equipment, will provide resources for parent involvement. Homework hot lines and computers will give parents access to unlimited sources of educational references.

6. **Motivational Incentives**
   To provide incentives for parents who donate their time to the school. It will also promote students attendance; parents will be awarded incentives if an increase in Perfect Attendance is observed. Rewards given quarterly.

7. **Child Care Services For Parents to Attend Training Sessions and Workshops**
   To provide Child care services to parents who would otherwise not be able to participate in various training sessions and workshops.
Title I:

Parent Involvement Activity Budget $3,538
1) Parent Breakfast/ Coffee Klotch $200.00
2) Parent Workshop Refreshments $300.00
3) Winter Parent Conference $250.00
4) End of the year parent conference and plaques $500.00
5) Materials/equipment for parent center
   (computer & TV/VCR) $1,788.00

Total: $3,538.00
dents, and teachers believe that partnerships are important for helping students succeed across the grades.

Good programs will look different in each site, as individual schools tailor their practices to meet the needs and interests, time and talents, ages and grade levels of students and their families. However, there are some commonalities across successful programs at all grade levels. These include a recognition of the overlapping spheres of influence on student development; attention to various types of involvement that promote a variety of opportunities for schools, families, and communities to work together; and an Action Team for School, Family, and Community Partnerships to coordinate each school’s work and progress.

### Six Types of Involvement: Six Types of Caring

A framework of six major types of in-

<table>
<thead>
<tr>
<th>Type 1 Parenting</th>
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<th>Type 5 Decision Making</th>
<th>Type 6 Collaborating with Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help all families establish home environments to support children as students.</td>
<td>Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.</td>
<td>Recruit and organize parent help and support.</td>
<td>Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.</td>
<td>Include parents in school decisions, developing parent leaders and representatives.</td>
<td>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Suggestions for home conditions that support learning at each grade level.</td>
<td>Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level.</td>
<td>Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).</td>
<td>Family support programs to assist families with health, nutrition, and other services.</td>
<td>Home visits at transition points to preschool, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.</td>
<td>Conference with every parent at least once a year, with follow-up as needed. Language translators to assist families as needed. Weekly or monthly folders of student work sent home for review and comments. Parent/student pickup of report card, with conferences on improving grades. Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. Clear information on choosing schools or programs.</td>
</tr>
</tbody>
</table>

### Table 1.

**Epstein’s Framework of Six Types of Involvement and Sample Practices**

- **Type 1 Parenting**
  - Help all families establish home environments to support children as students.

- **Type 2 Communicating**
  - Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.

- **Type 3 Volunteering**
  - Recruit and organize parent help and support.

- **Type 4 Learning at Home**
  - Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

- **Type 5 Decision Making**
  - Include parents in school decisions, developing parent leaders and representatives.

- **Type 6 Collaborating with Community**
  - Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Table 2. Challenges and Redefinitions for the Six Types of Involvement

<table>
<thead>
<tr>
<th>Type 1 Parenting</th>
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<tr>
<td><strong>Challenges</strong></td>
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<tr>
<td>Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building.</td>
<td>Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications.</td>
<td>Recruit volunteers widely so that all families know that their time and talents are welcome.</td>
<td>Design and organize a regular schedule of interactive homework (e.g., weekly or bi-monthly) that gives students responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork.</td>
<td>Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school.</td>
<td>Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.</td>
</tr>
<tr>
<td>Enable families to share information with schools about culture, background, children's talents and needs.</td>
<td>Consider parents who do not speak English well, do not read well, or need large type.</td>
<td>Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate.</td>
<td>Coordinate family-linked homework activities. If students have several teachers.</td>
<td>Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents.</td>
<td>Inform families of community programs for students, such as mentoring, tutoring, business partnerships</td>
</tr>
<tr>
<td>Make sure that all information for and from families is clear, usable, and linked to children's success in school.</td>
<td>Review the quality of major communications (newsletters, report cards, conference schedules, and so on).</td>
<td>Organize volunteer work: provide training, match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.</td>
<td>Coordinate family-linked homework activities. If students have several teachers.</td>
<td>Include students (along with parents) in decision-making groups.</td>
<td>Assure equity of opportunities for students and families to participate in community programs or to obtain services.</td>
</tr>
<tr>
<td><strong>Redefinitions</strong></td>
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<tr>
<td>&quot;Workshop&quot; to mean more than a meeting about a topic held at the school building at a particular time. &quot;Workshop&quot; may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere, any time, in varied forms.</td>
<td>&quot;Communications about school programs and student progress&quot; to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.</td>
<td>&quot;Volunteer&quot; to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time — not just during the school day and at the school building.</td>
<td>&quot;Homework&quot; to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.</td>
<td>&quot;Decision making&quot; to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.</td>
<td>&quot;Community&quot; to mean not only the neighborhoods where students' homes and schools are located, but also any neighborhoods that influence their learning and development.</td>
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<td>&quot;Help&quot; at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing — not &quot;teaching&quot; school subjects.</td>
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</tr>
</tbody>
</table>

Involvement has evolved from many studies and from many years of work by educators and families in elementary, middle, and high schools. The framework (summarized in the accompanying tables) helps educators develop more comprehensive programs of school and family partnerships and also helps researchers locate their questions and results in ways that inform and improve practice. Each type of involvement includes many different practices of partnership (see Table 1). Each type presents particular challenges that must be met in order to involve all families and needed redefinitions of some basic principles of involvement (see Table 2). Finally, each type is likely to lead to different results.
Table 3. Expected Results of the Six Types of Involvement for Students, Parents, and Teachers

<table>
<thead>
<tr>
<th>Type 1 Parenting</th>
<th>Type 2 Communicating</th>
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</thead>
<tbody>
<tr>
<td><strong>Results for Students</strong></td>
<td><strong>Results for Students</strong></td>
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<td><strong>Results for Students</strong></td>
<td><strong>Results for Students</strong></td>
<td><strong>Results for Students</strong></td>
</tr>
<tr>
<td>Awareness of family supervision, respect for parents.</td>
<td>Awareness of own progress and of actions needed to maintain or improve grades.</td>
<td>Skill in communicating with adults.</td>
<td>Gains in skills, abilities, and test scores linked to homework and classroom.</td>
<td>Awareness of representation of families in school decisions.</td>
<td>Increased skills and talents through enriched curricular and extracurricular experiences.</td>
</tr>
<tr>
<td>Positive personal qualities, habits, beliefs, and values, as taught by family.</td>
<td>Understanding of school policies on behavior, attendance, and other areas of student conduct.</td>
<td>Increased learning of skills that receive tutoring or targeted attention from volunteers.</td>
<td>Homework completion.</td>
<td>Understanding that student rights are protected.</td>
<td>Awareness of careers and of options for future education and work.</td>
</tr>
<tr>
<td>Balance between time spent on chores, on other activities, and on homework.</td>
<td>Informed decisions about courses and programs.</td>
<td>Awareness of many skills, talents, occupations, and contributions of parents and other volunteers.</td>
<td>Positive attitude toward schoolwork.</td>
<td>Specific benefits linked to policies enacted by parent organizations and experienced by students.</td>
<td>Specific benefits linked to programs, services, resources, and opportunities that connect students with community.</td>
</tr>
<tr>
<td>Good or improved attendance.</td>
<td>Awareness of own role in partnerships, serving as courier and communicator.</td>
<td>View of parent as more similar to teacher and of home as more similar to school.</td>
<td>View of parent as more similar to teacher and of home as more similar to school.</td>
<td>Self-concept of ability as learner.</td>
<td>Awareness of own role and other challenges in parenting.</td>
</tr>
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<tr>
<th>For Parents</th>
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<tbody>
<tr>
<td>Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school.</td>
<td>Understanding school programs and policies.</td>
<td>Understanding teacher's job, increased comfort in school, and carry-over of school activities at home.</td>
<td>Understanding of institutional program each year and of what child is learning in each subject.</td>
<td>Know how to support, encourage, and help student at home each year.</td>
<td>Input into policies that affect child's education.</td>
</tr>
<tr>
<td>Awareness of own and others' challenges in parenting.</td>
<td>Monitoring and awareness of child's progress.</td>
<td>Self-confidence about ability to work in school and with children or to take steps to improve own education.</td>
<td>Awareness that families are welcome and valued at school.</td>
<td>Discussions of school, classroom, and homework.</td>
<td>Feeling of ownership of school.</td>
</tr>
<tr>
<td>Feeling of support from school and other parents.</td>
<td>Responding effectively to students' problems.</td>
<td>Awareness that families are welcome and valued at school.</td>
<td>Gains in specific skills of volunteer work.</td>
<td>Understanding of instructional program each year and of what child is learning in each subject.</td>
<td>Awareness of ownership of school.</td>
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<td>For Teachers</td>
</tr>
<tr>
<td>Understanding of families' backgrounds, cultures, concerns, goals, needs, and views of their children.</td>
<td>Use of communications with families and awareness of own ability to communicate clearly.</td>
<td>Appreciation for and use of parent network for communications.</td>
<td>Increased diversity and use of communications with families and awareness of own ability to communicate clearly.</td>
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</tr>
<tr>
<td>Respect for families' strengths and efforts.</td>
<td>Appreciation for and use of parent network for communications.</td>
<td>Increased ability to elicit and understand family views on children's programs and progress.</td>
<td>Readiness to involve families in new ways, including those who do not volunteer at school.</td>
<td>Awareness of parents' talents and interests in school and children.</td>
<td>Awareness of parents' talents and interests in school and children.</td>
</tr>
<tr>
<td>Understanding of student diversity.</td>
<td>Awareness of parents' talents and interests in school and children.</td>
<td>Greater individual attention to students, with help from volunteers.</td>
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</tr>
<tr>
<td>Awareness of own skills to share information on child development.</td>
<td>Greater individual attention to students, with help from volunteers.</td>
<td>Satisfaction with family involvement and support.</td>
<td>Awareness of parent perspectives as a factor in policy development and decisions.</td>
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<tr>
<td>Awareness of community resources to enrich curriculum and instruction.</td>
<td>Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practice.</td>
<td>Knowledgeable, helpful referral of children and families to needed services.</td>
<td>Awareness of community resources to enrich curriculum and instruction.</td>
<td>Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practice.</td>
<td>Knowledgeable, helpful referral of children and families to needed services.</td>
</tr>
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</table>
Announcing H.C. Sharp School
Open House!

Tuesday, September 26, 2000
6:30 PM to 8:00 PM

Come on out! Meet the Staff!
Meet the PTO! Learn about
Comer!
Discover the ways you can
become
involved in your child's
education
you'll be glad you did!
H.C. Sharp School

Tuesday, Dec. 19, 2000
Holiday Assembly 9:30 a.m. & 1:20 p.m.
All parents are invited to attend
Tuesday AM Breakfast 9 - 10 a.m.
(Dec. 19, 2000) All parents invited
FRIDAY - 12:30 P.M. DISMISSAL FOR
ALL STUDENTS. STUDENTS RETURN JAN. 2, 2000

SCHOOL CLOSING
# 614 Listen to KYW 1060
November 1, 2000

Dear Parents/Guardians,

The Parental Involvement Committee is asking for your help! We are collecting soda cans, General Mills box tops, and Campbell Soup labels. We ask that the cans are washed inside and crushed before sending them to school. We hope to collect enough cans and labels to raise money for computers and other needed school supplies for the children.

Thank you,

The Parental Involvement Committee
A Special Message to All City Residents

We are seeking your help and participation in our “Annual Fall Crime Prevention Night”. The scheduled activities will be held on Sunday, Monday and Tuesday, October 29th, 30th and 31st. With your assistance and cooperation we anticipate a safe and crime free fall season.

**Special Request of All Parents**

We are asking the parents of all school age children to:

- Voluntarily enforce a 10:00pm curfew for all children in your household on Sunday, October 29th and Monday, October 30th.

- Limit the hours of “trick or treating” on Tuesday, October 31st, to between 12:00pm to 5:00pm.

**Special Request of All Residents**

We are asking ALL RESIDENTS to participate in the following:

- Sunday evening, October 29th, Neighborhood Watch, Put on your front and rear porch lights from 5:00pm till daylight. **Keep check on your block!!!**

- Monday evening, October 30th, Neighborhood Walk Around, please come out with your friends and neighbors to one of the twenty-three (23) mustering site through out the city and **walk your community with your local Community Policing Officer.** Sign in at 6:30pm, walk around concludes at 10:00pm.

- Tuesday evening, October 31st, Neighborhood Watch, put on your front and rear porch lights from 5:00pm till daylight. **Keep check on your block!!!**

**“THANK YOU FOR YOUR DEDICATION TO YOUR COMMUNITY”**
The following are the items that will be served at the Thanksgiving Dinner. If you are interested in preparing or donating any of these items, you can sign right next to it. Thank You

La siguiente lista es de las comidas que serán servidas en la cena de Acción de gracias. Si le gustaría preparar o donar algún artículo en la lista, puede firmar a un lado del artículo. Gracias.

| Turkey/ Pavo (8)            |
| Gravy/ Salsa               |
| Mashed Potatoes/ Papa Majada |
| Rolls/ Panecillos          |
| Macaroni (baked)/ (horneado) |
| Rice/ Arroz                |
| Sweet Potatoes/ Batata Horneada |
| Green salad/ Ensalada      |
| Corn/ Maiz                 |
| String Beans               |
| Collard Greens             |
| Pudding                    |
| Cake/ Pastel               |
| Pie/ empanada              |
| Soda- 2 litter bottles please/ botellas de 2 litros por favor |

If you would like to bring some other dish that is not on the list, please feel free to write it down along with your name. Thank You

Si desea traer otra comida que no está en la lista, favor de apuntarla en este espacio. Gracias.

<table>
<thead>
<tr>
<th>Dish- Platillo</th>
<th>Name- Nombre</th>
</tr>
</thead>
</table>
H.C. SHARP ELEMENTARY SCHOOL
NOVEMBER EVENTS

NOTICE: Parents must come to the office when entering the building. School Emergency Closing #614.

Nov. 9, 10: SCHOOL CLOSED: Teachers Convention

Nov. 11: VETERANS DAY

Nov. 13-17: HISPANIC HERITAGE WEEK & AMERICAN EDUCATION WEEK.

Nov. 15: END OF FIRST MARKING PERIOD
SCHOOL MANAGEMENT TEAM MEETING: 3:30pm-5:30pm
OPEN HOUSE-9:00am-11:00am & 1:00pm-2:00pm
All parents are welcome to visit the school.

Nov. 17: ATTENDANCE AWARDS DAY: Dismissal 2:25pm, for all students who was not absent for the month of October.

Nov. 18: SCHOOL MANAGEMENT TEAM MEETING: 9:00am-12:00pm

Nov. 21: THANKSGIVING DINNER: Grades 5 Only-12:00pm

Nov. 22: SAVINGS DAY: Mrs. McLaughlin 9:00am-11:00am
HISPANIC ASSEMBLY PROGRAM: 9:30am & 1:30

Nov. 23, 24: SCHOOL CLOSED-Thanksgiving

Nov. 27: ONE SESSION DAY: Dismissal 12:30pm Parent-Teacher Conference. Parents be sure to return your slip for a scheduled time. Conference will be held from 2:00pm-5:00pm. Report Cards will be given to parents only.
BOARD OF EDUCATION MEETING: 7:00pm

Nov. 30: HISPANIC ASSEMBLY PROGRAM: 9:30pm & 1:30pm

PLEASE KEEP THIS POSTED FOR DAILY REFERENCE

REVISED: NOVEMBER 8, 2000

9-10 de Nov. ESCUELAS CERRADAS: Convención de NJEA
11 de Nov. DÍA DE LOS VETERANOS
13-17 de Nov. Semana de la Herencia Hispano y Semana de Educación Americano.
15 de Nov. TERMINA EL PRIMER PERIODO ESCOLAR
REUNIÓN DE EL MANEJO ESCOLAR: 3:30pm-5:30pm
PUERTAS ABIERTAS-9:00am-11:00am & 1:00pm-2:00pm
Todos los padres están invitado a la escuela.
17 de Nov. DÍA DE PREMIO POR ASISTENCIA: Salida 2:25pm para los estudiantes que no estuvieron ausentes durante el mes de octubre.
18 de Nov. REUNIÓN DE EL MANEJO ESCOLAR: 3:30pm-5:30pm
21 de Nov. Cena de Ación de Gracias, Past 5º de Grado
Solamente-12:00pm.
22 de Nov. DÍA DE APOYO: Sr. McLaughlin-9:00am-11:00am
ASSEMBLEA DE HISPANIDAD: 9:30am & 1:30pm
23-24 de Nov. ESCUELAS CERRADAS: Recreo Y Día De Ación De Gracias
27 de Nov. MEDIO DÍA DE CLASES: Salida 12:30pm. Conferencias de Padres-Maestros, horario de las Conferencias son de las 200pm-5:00pm. Las tarjetas de reportes serán dado a los padres solamente. REUNIÓN DE LA JUNTA DE EDUCACIÓN: 7:00pm
30 de Nov. ASSEMBLEA DE HISPANIDAD: 9:30am & 1:30pm

REVISADO: EL 8 DE NOVIEMBRE DE 2000
H.C. SHARP ELEMENTARY SCHOOL
DECEMBER EVENTS

NOTICE: Parents must come to the office when entering the
building. School Emergency Closing at 8:14.

DEC. 1: PARENTS COFFEE & TEA DAY-9:00am-Gym-Mrs. Acholonu

DEC. 4-6: SANTA SECRET WORKSHOP-Will be open for students to
do their Christmas shopping, gifts for family & friends.

May 25, 2001. Only on Tuesdays, Wednesdays, &
Thursdays from 3pm-5pm, Grades 1-5

DEC. 6: SAVINGS DAY-9:00am-11:00am-Mrs. McLaughlin

DEC. 8: ATTENDANCE AWARDS DAY: Dismissal 2:25pm-For
students who was not absent for the month of
November.

PARENTS COFFEE & TEA DAY-9:00am Gym-Mrs. Acholonu

DEC. 13: SCHOOL MANAGEMENT TEAM-3:30pm-5:30pm

DEC. 15: PARENTS COFFEE & TEA DAY-9:00am-Gym

DEC. 18: BOARD OF EDUCATION MEETING-7:00pm

DEC. 19: SANTA CLAUSE IS COMING TO SHARP SCHOOL!

CHRISTMAS CONCERT-10:00am & 1:30pm

DEC. 20: SAVINGS DAY-9:00am-11:00am-Mrs. McLaughlin

DEC. 21: FIRST DAY OF WINTER

DEC. 22: ONE-SESSION DAY: Dismissal 12:30pm
Christmas Recess Begins

DEC. 24: HANUKKAH-Begins at sundown: Happy Hanukkah to our
Jewish friends. It's their "Festival Of Lights" holiday.

DEC. 26-31: KWANZAA-An African-American Family Observance, in
recognition of African Harvest Festivals.

JAN. 1: NEW YEAR'S DAY-SCHOOL CLOSED

JAN. 2: SCHOOL REOPENS-8:30am

May you have a very Merry Christmas, Kwanzaa, Hanukkah, Three
King's Day and a Happy New Year from the faculty & staff of H.C. Sharp
School!
ESCUELA ELEMENTAL DE H.C. SHARP
EVENTOS DE DICIEMBRE

AVISO:
Todos los padres deberán reportarse a la oficina cuando entren al edificio. El número de puerta de emergencia es #614.

1 de dic: CAFE Y TEA PARA LOS PADRES-9:00am-auditorio
Sra. Acholonu

4-6 de dic: EL TALLER SECRETO DE SANTA-Estará abierto para que los estudiantes hagan sus compras de Navidad para la familia y amigos.

PROGRAMAS-Después de el horario escolar empieza el 5 de dic. 25 de Mayo 3:00pm-5:00pm. Solamente los martes, miércoles y jueves. Grados 1-5

6 de dic: DIA DE AHORRA-9:00am-11:00am-Sra. McLaughlin

8 de dic: PREMIO POR ASISTENCIA-Salida 2:25pm. Para estudiantes que no estuvieron ausentes durante el mes de noviembre.

CAFE Y TEA PARA LOS PADRES-9:00am-auditorio-
Sra. Acholonu

13 de dic: REUNION DE EL MANEJO ESCOLAR-3:30pm-5:30pm

15 de dic: CAFE Y TEA PARA LOS PADRES-9:00am-auditorio-Sra.
Acholonu

18 de dic: REUNION DE LA JUNTA DE EDUCACION-7:00pm

19 de dic: SANTA VISITARA LA ESCUELA SHARP

CONCIERTO DE NAVIDAD-10:00am & 1:30pm

20 de dic: DIA DE AHORRA-9:00am-11:00am Sra. McLaughlin

21 de dic: PRIMER DIA DE INVIERNO

22 de dic: MEDIO-DIA-Salida 12:30pm
Empleo, el recreo de Navidad

24 de dic: HANUKKAH-Empleo al agradecer, Feliz Hanukkah para nuestro amigos Judios. Es el “Festival de Luces”

26-31 de dic: KWANZAA-Celebración Afro-Americano. Festivales en los que celebran la Cochecha Africana

1 de enero: AÑO NUEVO-Escuelas Cerradas

2 de enero ESCUELAS ABIERTAS-8:30am

Muchas felicidades en Navidad, Kwanzaa, Hanukkah, Dia De Los Reyes, Y Feliz Año Nuevo de parte de la facultad y el personal de la ESCUELA ELEMENTAL H.C. SHARP.
H. C. SHARP ELEMENTARY SCHOOL
MARCH EVENTS 2001

NOTICE: Parents must come to the office when entering the building. School Emergency Closing #614.

Padres deberan de venir a la oficina cuando entren al edificio. Numero de Cierre de Emergencia #614.

March 7:
Savings Day: 9:00am-11:00am-Mrs. McLaughlin
Día de Ahorrar: 9:00am-11:00am-Sra. McLaughlin

School Management Team Meeting: 3:30pm-5:30pm
Reunión de El Manejo Escolar-3:30pm-5:30pm

March 2-7:
Picture Money is Due
Se colectara el dinero de los retratos

March 8:
Picture Taking Day- Wear your brightest smile.
Pictures must be paid in advance before the photographer takes them.

El fotografo estara sacando retratos hoy-Use su sonrisa mas brillante. Los retratos tienen que estar pagos antes de que el fotografo los tome.

March 9:
Attendance Awards Day- Dismissal 2:25pm
Premio por Asistencia- Salida 2:25pm

March 17:
St. Patrick's Day
Día de San Patricio

March 20:
Spring Begins
Primer Día de Primavera

March 21:
Savings Day: 9:00am-11:00am-Mrs. McLaughlin
Día de Ahorrar: 9:00am-11:00am-Sra. McLaughlin

March 26:
Board of Education Meeting: 7:00pm
Reunión de la Junta de Educación: 7:00pm
H. C. Sharp School P.T.O. is sponsoring a **Sale**

**Sale starts November 1, 2000 until November 17, 2000. No orders will be accepted after 10/17/00. Hoagies will be delivered on Wednesday, November 22, 2000.**

Turkey $2.50  Ham $2.50  Roast Beef $2.50  
Regular $2.00  Tuna $2.50  Cheese $2.00  Salad $5.00

| Student's Name |  |
| Teacher's Name |  |

<table>
<thead>
<tr>
<th>Orders</th>
<th>Amount $</th>
</tr>
</thead>
</table>


Program

Singing.................................................................Mrs. Linda
Introduction......................................................Mrs. Serrano
Boucer.............................................................Mr. Eladio Balleza
National Anthem..............................Jonathan Delgado
Boringueña..............................Jessenia Delgado
Hispanic Personality......................Miguel Rosales

Oscar De la Hoya (boxer)

1. Song 1st & 2nd Grades..............Mrs. Serrano
2. Life Museum..............................Mrs. McLaughlin
3. Hispanic Personality................Rubén Cintron
   Albert Rascon (soldier)
4. Parade of Flags..........................Mrs. Sime
5. Song Cuando Cuando..............Daniel Baltodano
6. Hispanic Personality...............Amari Caraballo
   Sammy Sosa (Baseball Player)
7. Song Bil. Kindergarten..............Mrs. Sanchez
8. Hispanic Personality...............Daniel Baltodano
   Franklin Chan Diaz
9. Song Mi Tierra..........................Mrs. Serrano
10. Conclusion.........................................Mrs. Sanchez
Improve Your Child's Test-Taking Skills: Reading and Writing I

Brought to you by: Steck-Vaughn: A Harcourt Company

2) Read the Newspaper Together

Reading the newspaper together is great practice for big tests. It involves a lot of details and facts for your child to remember, so go slow and try it only after you've had some success with the Watch TV Together activity. Naturally, this activity is beneficial for the test because your child must read and interpret, but it's also a good way to get your child interested in current events early on.

Step 1: Pick a section of the newspaper to use. You can choose a news article, an editorial, the comics, sports, or a part of the entertainment section. Start with a section that your child has an interest in and would enjoy reading about.

Step 2: When he's done reading, ask your child some basic, or literal, questions about the piece. "How many strikeouts did the pitcher have last night? How many stars did that movie get?" These questions help sharpen your child's level of attentiveness and make him more aware of what he's reading.
Step 4: When she's finished reading an article or comic strip, have your child summarize the events and come up with a title for what she just read. Also, ask your child a question that requires some critical thinking: "How would you feel if you blew the game? How could Robot Man have handled that situation better?"

Step 5: Gradually include more higher-level questions and read longer newspaper articles together. Have your child start writing the responses. Finally, see if your child can read an article and answer some questions without your help.

Activities written by Howard I. Berrent, Ph.D. with Caren Churchbuilder of Steck-Vaughn/Berrent Publications

< previous 3 of 3

Article Contents
- E-mail This Article
- Print This Article

Related Topics:
- Open a Book, Open a Mind
- Harry Potter and the Goblet of Fire
- What's Your Story?
- Birdwatching
- Download problems? No problem!

Browse By Age

Choose an Age: [ ] 0-5 [ ] 6-8 [ ] 9-12 [ ] 13-18
Planning Checklist

Definition
☐ Open access to library
☐ Flexible structure
☐ Challenges: Parent-student, family-family, principal-participants
☐ Testing on Accelerated Reader computers

Participants
☐ Students
☐ Parents

Staffing
☐ Aide
☐ Several “Students With Aptitude for Tutoring” (SWAT) (optional)

Budget
☐ Cost of aide
☐ Cost for facility/utilities, if any
☐ Snacks (optional)

Sponsorship
☐ Benefactor
☐ PTO
☐ Operating budget

Announcement
☐ Letter to parents
☐ Flyers around school
☐ News release to media

Premiere Family Reading Night
Attention Attenti
or

The Parental Involvement Committee is having a Can Drive. Bring clean cans and give them to
S. Esposito.

Thank You.
Fiscal Year 2001  
New Jersey Department of Education  
IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION  
Program Plan (FY 2000-2001)

Camden City  County: Camden  Project Code: IASA - ___ - 01

**OAL:** Increase accountability of school staff, parents and the community for student success through greater participation, collaboration and shared decision-making.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>EVALUATION METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Parents will review their commitment to the school policy and school compact.</td>
<td>1. Copies of signed compacts.</td>
</tr>
<tr>
<td></td>
<td>2. Parents will have the opportunity to serve on advisory councils, SMT, PTO, and the Parental Involvement Committees.</td>
<td>2. Sign-in sheets, agendas, and minutes.</td>
</tr>
<tr>
<td></td>
<td>3. Parents will be encouraged to attend a variety of workshops that teach them how to help their children in the areas of the core curriculum standards. They will learn how to assist their children with homework and with the development of good study habits.</td>
<td>3. Sign-in sheets, agendas, evaluation sheets, and hand-outs.</td>
</tr>
<tr>
<td></td>
<td>4. Parents will be encouraged to attend parent conferences, open house and public hearings.</td>
<td>4. Sign-in sheets agendas, and minutes.</td>
</tr>
</tbody>
</table>

*Use additional sheets, as needed*
Fiscal Year 2001
New Jersey Department of Education
IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION
Program Plan (FY 2000-2001)

**GOAL:** Increase accountability of school staff, parents and the community for student success through greater participation, collaboration and shared decision-making.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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<th>EVALUATION METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Community persons will be invited to speak in assemblies to demonstrate their skills and talents in the classroom, and to work closely with parents where needed.</td>
<td>5. Sign-in sheets, hand-outs, and flyers.</td>
<td></td>
</tr>
<tr>
<td>6. A variety of communication approaches in the families' dominant language will be utilized to convey valuable information between staff and parents, including, but not limited to:</td>
<td>6. Copies of mailing lists, newsletters and letters that were sent.</td>
<td></td>
</tr>
<tr>
<td>School Newsletters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Visits</td>
<td></td>
<td></td>
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<tr>
<td>Letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Utilization of the Parental Involvement Committee which is in the process of establishing: a. Parent-Conference Center.</td>
<td>7. On-going communication with the Parent Involvement committee with written and/or oral reports and the appropriate sign-in sheets, hand-outs, agendas, or flyers.</td>
<td></td>
</tr>
<tr>
<td>b. A childcare service for parents who are attending a workshop or conference.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use additional sheets, as needed*
Fiscal Year 2001
New Jersey Department of Education
IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION
Program Plan (FY 2000-2001)

Camden City
County: Camden
Project Code: IASA - 01

GOAL: Increase accountability of school staff, parents and the community for student success through greater participation, collaboration and shared decision-making.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>EVALUATION METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. a recruitment of parents to work as volunteers and perform such duties as hall monitors, lunch monitors, library aides, tutors, chaperones on field trips etc.</td>
<td></td>
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</table>

Use additional sheets, as needed
Limited English Proficient Students

May 2000 ESOL Proficiency Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Science</th>
<th>Math</th>
<th>Language Arts</th>
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<tbody>
<tr>
<td>Partially Proficient</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Proficient</td>
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<tr>
<td>Advanced Proficient</td>
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<tr>
<td>Total</td>
<td>0</td>
<td>3</td>
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</tbody>
</table>

Graph showing proficiency levels for English as a Second Language (ESOL) students in Science, Math, and Language Arts.
ESPA 1999-2000
Mathematics

Schools

% Mastery

McGraw 74.6%
Wilson 65.9%
Whittier 60.0%
Cramer 50.6%
Davis 48.2%
Forest Hill 46.8%
Broadway 41.7%
Cooper Pt. 39.1%
Sharp 38.5%
Washington 36.5%
Wiggins 34.0%
DISTRICT 33.7%
Sumner 26.9%
Molina 24.6%
Catto 23.3%
Lanning 21.2%
Yorkship 12.9%
Cream 11.8%
Bonsall 10.5%
PPMS 7.0%
Dudley 5.8%
Parkside 4.3%
Washington 80.5%
Whittier 80.5%
McGraw 76.6%
Forest Hill 73.3%
Davis 70.9%
Wilson 69.5%
Cramer 67.9%
Summer 67.3%
Cooper Pt. 62.3%
Lanning 61.5%
Molina 60.3%
DISTRICT 58.1%
Sharp 57.8%
Yorkship 54.3%
Catto 52.9%
Wiggins 50.0%
Broadway 45.5%
Cream 38.1%
Dudley 35.3%
Bonsall 32.0%
PPMS 31.0%
Parkside 15.6%
Appendix D

Parental Involvement Attendance Signing Sheets
### H.C. Sharp Elementary School

**Parent Log**

***Please Print***

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Parent</th>
<th>Student</th>
<th>Reason for visit</th>
<th>Time In</th>
<th>Time Out</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
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<table>
<thead>
<tr>
<th>Parent</th>
<th>Student</th>
<th>Reason for visit</th>
<th>Time In</th>
<th>Time Out</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Parents' Name</td>
<td>Childs' Name</td>
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</tbody>
</table>
# H.C. Sharp Elementary School
## Parent Involvement
### September 14, 2000

<table>
<thead>
<tr>
<th>Parents' Name</th>
<th>Childs' Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madeline Thomas</td>
<td>Michael James Thomas</td>
</tr>
<tr>
<td>Tina Robinson</td>
<td>Xavier Robinson</td>
</tr>
<tr>
<td>Amanda Serrano</td>
<td>John Smith</td>
</tr>
<tr>
<td>Maria Colon</td>
<td>Henry Kimball</td>
</tr>
<tr>
<td>Madelene Pope</td>
<td>Jace S. Pope</td>
</tr>
<tr>
<td>Cindy F currency</td>
<td>Alexis E. Finney</td>
</tr>
<tr>
<td>Verde Anderson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Armando Agui</td>
<td>Jennifer Armando Agui</td>
</tr>
<tr>
<td>Bitty Hill</td>
<td>Austin Kimball</td>
</tr>
<tr>
<td>Emily Kenney</td>
<td>Fred Mitchell</td>
</tr>
<tr>
<td>Carmen Aleman</td>
<td>Hector Aleman</td>
</tr>
<tr>
<td>Scott Aleman</td>
<td></td>
</tr>
<tr>
<td>Susan Adams</td>
<td></td>
</tr>
<tr>
<td>Tom Adams</td>
<td>Laura Mitchell</td>
</tr>
<tr>
<td>Judy Burch</td>
<td>Samuel Burch (5th)</td>
</tr>
<tr>
<td>Emma Brown</td>
<td>Luciano Brown</td>
</tr>
<tr>
<td>Linda Furley</td>
<td>Michelle Furley</td>
</tr>
<tr>
<td>Mrs. Patricia</td>
<td>Jonathan Witt</td>
</tr>
<tr>
<td>Mrs. Patricia</td>
<td>Wittall A</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Lisa English</td>
<td>Vice-Principal</td>
</tr>
<tr>
<td>Mrs. Crisdon</td>
<td>Center Facilitator</td>
</tr>
<tr>
<td>Mrs.イメージ</td>
<td></td>
</tr>
</tbody>
</table>

*Mr. P. Snyder* - Cpt. all
<table>
<thead>
<tr>
<th>Parents' Name</th>
<th>Child's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. &amp; Mrs. Campbell</td>
<td>Alejandro</td>
</tr>
<tr>
<td>Judy Rivera</td>
<td>Dina Rivera</td>
</tr>
<tr>
<td>Eula Campbell</td>
<td>Nena Salazar</td>
</tr>
<tr>
<td>Telf Corder</td>
<td>Soledad Corder</td>
</tr>
<tr>
<td>Andrew Rodriguez</td>
<td>Evelyn Johnson</td>
</tr>
<tr>
<td>Edward Johnson</td>
<td>Jessica Rodriguez</td>
</tr>
<tr>
<td>Jason Martinez</td>
<td>Jennifer Martinez</td>
</tr>
<tr>
<td>James Stewart</td>
<td>Jack Stewart</td>
</tr>
<tr>
<td>Gordon Johnson</td>
<td>Jessica Johnson</td>
</tr>
<tr>
<td>Jason Johnson</td>
<td>Jack Johnson</td>
</tr>
<tr>
<td>Joseph Jackson</td>
<td>James Jackson</td>
</tr>
<tr>
<td>Eric R. Green</td>
<td>Erika V. Green</td>
</tr>
<tr>
<td>Mrs. Campbell</td>
<td>Vice Principal</td>
</tr>
<tr>
<td>Mrs. Taylor</td>
<td>School Nurse</td>
</tr>
<tr>
<td>Joseph Taylor</td>
<td>Principal</td>
</tr>
<tr>
<td>Rose M. Laughton</td>
<td>C.E.O.</td>
</tr>
<tr>
<td>Rose Snyder</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Parent</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>11/20</td>
<td>Maribel Romo</td>
</tr>
<tr>
<td>11/21</td>
<td>Sandra Brice</td>
</tr>
<tr>
<td>11/21</td>
<td>Manuel Amador</td>
</tr>
<tr>
<td>11/21</td>
<td>Giselle Elizabethy Evelina</td>
</tr>
<tr>
<td>11/21</td>
<td>Hector Hernandez</td>
</tr>
<tr>
<td></td>
<td>Mary Ren Daniel/Adam</td>
</tr>
<tr>
<td></td>
<td>Mr. Mossett</td>
</tr>
<tr>
<td>11/21</td>
<td>Francis Greene</td>
</tr>
<tr>
<td>11/21</td>
<td>Ann Jackson</td>
</tr>
<tr>
<td>11/21</td>
<td>Michael G. Ruiz</td>
</tr>
<tr>
<td>11/21</td>
<td>Martinez Justin Lopez</td>
</tr>
<tr>
<td>11/21</td>
<td>Luis J. Flores</td>
</tr>
<tr>
<td>11/21</td>
<td>Antonio Perez Jesus Medina</td>
</tr>
<tr>
<td>11/21</td>
<td>Angel Melinas</td>
</tr>
<tr>
<td>11/21</td>
<td>J. Hernandez Raymond C.</td>
</tr>
</tbody>
</table>

Hector
### H.C. Sharp Elementary School
#### Parent Log

***Please Print***

<table>
<thead>
<tr>
<th>Date</th>
<th>Parent</th>
<th>Student</th>
<th>Reason for visit</th>
<th>Time In</th>
<th>Time Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-30</td>
<td>C. Rodriguez</td>
<td>Dagsha Franco</td>
<td>Play</td>
<td>9:35</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>C. Sanchez</td>
<td>Savannah Cardona</td>
<td>Play</td>
<td>9:35</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>A. Rivera</td>
<td>Savannah Cardona</td>
<td>Play</td>
<td>9:35</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>J. Soto</td>
<td>Leana Soto</td>
<td>Play</td>
<td>9:35</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>A. Lopez</td>
<td>Katherine</td>
<td>Play</td>
<td>9:35</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>M. Morales</td>
<td>Abraham</td>
<td>Play</td>
<td>9:35</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>G. Lopez</td>
<td>Marisela</td>
<td>Play</td>
<td>9:35</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>M. Díaz</td>
<td>Marisela</td>
<td></td>
<td>9:35</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>P. Cruz</td>
<td>Pedro</td>
<td>Play</td>
<td>6:30</td>
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</tr>
<tr>
<td>11-30</td>
<td>J. Perea</td>
<td>Pilar Polo</td>
<td>Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>T. Martinez</td>
<td>Carlos</td>
<td>Play</td>
<td></td>
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</tr>
<tr>
<td>11-30</td>
<td>J. Pérez</td>
<td>Luis</td>
<td>Therapist</td>
<td>10:05</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>L. Montes</td>
<td>Cristino</td>
<td></td>
<td>9:30</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>M. Aquino</td>
<td>Alleen</td>
<td></td>
<td>9:30</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>B. Salas</td>
<td>Alleen</td>
<td></td>
<td>9:30</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>J. Darden</td>
<td>Emily</td>
<td></td>
<td>10:50</td>
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**TEACHER**

Mrs. Schaffer / Mrs. Carter

100% Attended!

**TEACHER - PARENT CONFERENCES**

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Paulina Rojas
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Montic Elliot
Richard Reyes
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Helen Guest
Madeline Ender
James Williams

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Walter Bush
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# Teacher - Parent Conferences

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<tr>
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<td>Melissa Pagan</td>
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### H.C. Sharp Elementary School

#### Parent Log

***Please Print***

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<tr>
<th>Date</th>
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<th>Student</th>
<th>Reason for visit</th>
<th>Time In</th>
<th>Time Out</th>
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<td>Jonathan</td>
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<tr>
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<td>Mike</td>
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<td>Alex</td>
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<td>Time In</td>
<td>Time Out</td>
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## H.C. Sharp Elementary School
### Parent Log

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<th>Time Out</th>
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**H.C. Sharp Elementary School**  
**Parent Log**

***Please Print***

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Appendix E

Agenda, Announcement and Recorded Minutes
H.C. Sharp Elementary School
SEPTEMBER 14, 2000

AGENDA

PARENT INVOLVEMENT PROGRAM (COFFEE AND DOUGHNUTS SESSION)

1. Interaction and socialization time
2. Greeting and Welcome remark/speech to the parents by Mr. Falco
3. Introduction of the intern by Mr. Falco
4. Intern's short speech and introduction of project(s)
5. Short speech by Ms. Esposito
6. Distribution of the need assessment questions
7. Collection of the need assessment questions
8. Individual questions and response time
If you were not in our 1st Meeting, WE MISSED YOU!!!

Our Next Meeting Will Be:

Tuesday, October 3, 2000
3:05pm PROMPT
IN THE AUDITORIUM
October 5, 2000
AGENDA

1. Opening Remarks & Commendations

2. Review Activities

3. Complete Old Business

4. General Discussion

5. Distribution of Research Based Involvement Activities

6. Refreshments.
Committee Meeting

Parent Team

Tuesday, October 10, 2000
3:05 PM
In The Gym
TODAY'S GOAL: TO SHARE OUR VISION WITH: Mr. Falco, Mr. Campbell & Mrs. Crisdon

**Needs Assessment

**Parent Program

**Fundraising
Welcome Parents

1. Old Business
   * budget, surveys
2. New Business
   * SMT mtg. review
   * signatures for Assessment
   * invitations for Coffee/Tea
3. GENERAL
AGENDA

1. Old Business
   **complete revising Needs Assesment
   **recruiting of parent

2. Align committee description with Needs Assessment

3. Plan 1st Activity??

4. General Discussion
H. C. SHARP
PARENT TEAM
COMMITTEE
10-31-00

AGENDA

1. Old Business
   **flyers
   **posters
   **surveys
   **Friday set ups
   **coffee pot

2. New Business
   **Meeting with State Rep.
   **Teachers Mtg.
   **Collectors
   *Christmas Project

3. General
AGENDA - NOVEMBER 28, 2000

HC SHARP

PARENT TEAM COMMITTEE

1. Teachers Meeting - Speaker/Monday
2. Copies made & distribution for surveys
3. Workshop ideas for December
4. Recorded Needed
5. Set up for Thursday's coffee/tea
6. General Discussion
H.C. Sharp Elementary School  
32nd St & Hayes Ave  
Camden, NJ 08105  
(856)966-8988

Joseph Falco  
Principal  

Jacqueline Crisdon  
Facilitator  

Albert Campbell  
Vice-Principal  

Place: School Library  
Date: Oct 11, 2000  
Time: 4:30 pm  
Adjourned: 5:30

MINUTES  
"Missing Links"

Website: www.infomed.yale/comer or www.schooldevelopment program.org

Introductions and Special Guests:  
Claudia A. Switala, HMDNJ-SOM, Dept. of Family Medicine, 410 E.  
Laurel Rd, Stratford, NJ 08084  
-Open more medical facilities in Camden for underprivileged citizens.

Marvin Herring, MD, HMDNJ-SOM, Dept. of Family Medicine, 40 E.  
Laurel Rd, Stratford, NJ 08084  
-Have student doctors interact with bicultural communities to:  
understand customs/rules, best way to administer medical aid.

Marie Cunningham, Calvary Bible Tabernacle, 47 N 23rd St,  
Camden, NJ 08105, Pastor Kenneth Thorpe  
-Weed & Seed Program for vecinities.

Rev. G. Kent Walmsley, Hope Memorial Baptist Ch, 952 N 34th St,  
Camden, NJ 08105  
-Continue to render himself as our school delegate.

Marie S. Bollers, Implementation Coordinator, Yale University/SOP  
Comer, 26 Mercator Lane, Willingboro, NJ 08041, (609) 835-7772 Home  
Office, Fax (609) 835-0333  
-Will be in constant communication with Camden, especially  
Sharp School, and aid in implementing the Comer Concept. Gave website,  
and book: Rallying the Whole Village, The Comer Process for Reforming  
Education, by James Comer, Norris Haynes, Edward Joyner, Michael Ben-  
Avie, NY 1996.
Captain Raynaldo Santiago, Camden City Fire Dept, 4 N 3rd St, Camden, NJ 08102, (856) 767-7527
-Has start-up monies to start a cadets program through our Camden Fire Division.

Linda Kelly, Sovereign Bank, 2400 Mt. Ephraim Av & Fairview St, Woodlynne, NJ 08104, (856) 962-7000
-Continue to serve our young investors.

David Garrison, Cartun Hardware, City Chamber of Commerce, 3514 Federal St, Camden, NJ 08105, (856) 365-0725
-Lend expertise; continue to interact with Sharp.

Sophie Hayward, State Auditor
-There is evidence within the school community of the absence and indispensable need for parent-neighborhood involvement, thus the "Missing Links".
"Sometimes it takes an outsider to see a problem and ask, 'Why are you doing it this way?...Why not this way?'"
She has officially drafted our present guests into the Sharp SMT "as of today". A few dedicated minutes at every meeting and all suggestions are greatly appreciated.

SHARP TRIVIA as provided by Mr. Falco
+78% student population is Spanish
+built in 1922, addition in 1978, will need additional rooms
+5th out of 21 schools in high test scores
+94-95% perfect attendance.
+3-Yr-Grant for Sharp passed @$50,000/yr
+Reading Recovery Program (one to one) = successful
+school library needs more books

Campbell: asking for support from the experts present
-the need for children to excel in education and subsequently in life
-presentation from professionals to our students.
-will be contact person for presentations.

Tanski: 5 Sharp reps went to Comer--Yale U
-covered concept Consensus-No-Fault-Collaboration
-Budget will truly cover what is really needed. Must cover all possible expenses. Tax dollars will be spent the right way--responsibly--for each individual school community.

-Monies are put into a special "pot", withdrawn justifiably by each investor-school; Board approval
-Grants Management Office of BOE to put Sharp's share into own
account, preferably Sovereign Bank
  - contact PIRC to administer monies: one expense is to provide for
    the training of at least 6 people.
-SMT: we have more than enough of each committee in meetings.
    still need 25% in parents, no parent rejected.
  Parent Committee to send rep with voiced needs
- still need custodian for Saturday meets--Black-Sealed certified; to
  be into budget!!!
Nov. 13, 2003  SRT Minutes  3:30 - 4:30

Jan 12 2001 meeting from Dave Hollow from Sony
NESCA judges with lab work record & amount of $111,960.

Lynne explained Nov 12 Steering Commit meet at BOE.

Qn. experience of Conen - Conen participants
  - teaching skills
  - collaboration, etc.

Technology section almost finished for total Conen Budget.

Conen Training here in WV - Princeton, Cherry Hill

"100 - Book Challenge"
  - color coded titles on reading levels
  - with Parent component
  - Staff upset development

NSRD grant for special programs like P alta space in
Conen Budget for any special prog.

Corner of Cafeteria for Parent Center/PTO office
ASAP to prepare.

Inform for school pride starts Jan/Sept.
Feb 18 at 3:00 Morgan Vig SRT meet.
H.C. SHARP SCHOOL P.T.O.
Executive Board Minutes
October 20, 2000

Place: Mr. Campbell's office Time: 11:30-12:30

Can-Food Drive: Ms. Harris
To start Oct 30 to Nov 17 for Thanksgiving baskets. Flyers sent next week. PTO to donate turkeys.

Budget: Ms. Carter-Okpur
Budget to be discussed and finished at later date. Presently $546 in bank (future graduation awards, field trips, turkeys)
Suggestion: Petty Cash for each teacher not into SMT Budget.

Thanksgiving Dinner: Ms. Dees-Brown and Ms. Acholonu
Hours: 1:00 to 3:30, Date: Tuesday, November 21.
Buffet-style
Other teachers to chaperone
Background music for dancing.
Letters to 5th grade parents soon.

PTO program: Dec 20 night
Gospel Choir, regular choir, band

Santa's Secret Shoppe: Dec 4-6th

February is Black History Event Month

Founders' Day: ?

Valentine's Day Social: Feb 14th
Time: 3:00-4:00
5th graders only

Fun Day: May
GONG SHOW!!!

Mother's and Father's Day sales to be discussed

Fund-raisers: Cookies sale, Hoagies sale

ALL SPECIAL EVENTS NEEDING SECURITY TO BE NOTIFIED TO BOE IN DUE TIME.
First minutes not done; it was the Parent-Teachers Conference 9/26/00.
3:15 - Tuesday, Dec. 19, 2000 Christmas program and breakfast - 9-10am in the gym - in a section
- Hot breakfast - sausage, bacon, eggs, rolls, danish, oj, fruit, coffee, and tea, grits, and cheese

3:20 - Too late to get money from the Board
- A book is needed - to keep out of the office - easy access for parents to sign
- A lady from Ms. Davis’ church will cook
- Eggs will be donated by Ms. Okpor
- We may have to donate the food
- We will send a flyer home to all parents
- How many parents to prepare for?
- Many parents will come to see their children
- What about only the parents that always participate?
- End of the Year Luncheon we pick the parents
- Continental Breakfast? - Donuts, coffee, tea and fruit
- Continental Breakfast - save the big breakfast for another time
- Ask for money from Mr. Falco - ask for $100 (half will come from school and half from PTO)

3:30 - Coffee and Tea - Ms. Waheed will set up - Ms. Maggy will plug in
- Coffee and Tea on Fridays - Who’s going to bring what?
- Ms. R. Carter already greeted
- Volunteer to set up every Thursday in auditorium
- Staff ate up the food - only 1 parent came in - PARENTS ONLY - $0.50 a cup for teachers, to help raise money

3:35 - Meeting basically over - explained previous business with parent
Emergency Meet I

Sharp School Emergency Meeting for Budget Preparation
Oct 23, 2000  School Library  3:05-3:30

Planning Team needs 3 Teams:
Curriculum  Technology  Professional Development

Must have assessments by Wednesday 25, with justifications.

Teacher Tutors: certified person working during day with students
Reading Recovery Program: services what grades; validate original persons' success; evaluate need for another.
Majority members not satisfied with reading skills
- return of a specific reading series and its workbooks
- highest school: McGraw in reading, to compare notes
- Pilot reading series with teachers
Kinder: tests, screening
1st: Standardized tests
Assessment beginning of year and end of year for ordering of more material.
Writing Teacher?

Saturdays for invite of Professional Team

Bilingual Program to review texts and workbooks

* * *

SMT MEETING FOR WSR PLAN PREPARATION
Nov 1, 2000  School Library  3:30-5:30

SMT has decided to collectively review all Elements of the WSR Worksheets in order to word it favorably. We managed to agree on the goals, objectives and benchmarks of #1-6. All towards the formulation of H.C. Sharp's Whole School Activities' Plan.

Next meeting to be held Saturday, Nov 4th, 9am-12pm.

* * *
Biographical Sketch of JAMES P. COMER, M.D.

Date & Place of Birth -

September 25, 1934
East Chicago, Indiana

Family -

Wife Shirley (deceased) and 2 adult children

Current Positions -

Maurice Falk Professor of Child Psychiatry, Yale Child Study Center
Director, School Development Program, Yale Child Study Center
Associate Dean, Yale School of Medicine

Education -

A.B. - Indiana University 1956
M.D. - Howard University College of Medicine 1960
M.P.H. - University of Michigan School of Public Health 1964
Training in Psychiatry - Yale Medical School, Yale Child Study Center, Hillcrest Children's Center

30 Honorary Doctorates

Major Writings -

Books -
• "Waiting For A Miracle: Why Schools Can't Solve Our Problems--and How We Can", Penguin USA. 1997
• "Rallying The Whole Village", Teacher's College Press, 1996
• "Beyond Black and White", Quadrangle/N.Y. Times Books, N.Y., 1972
• "Raising Black Children", Penguin Group, 1992
• "Maggie's American Dream: The Life & Times of a Black Family", New American Library, 1988

Articles -

Chapters -
Over thirty chapters published.

Columns -
Parents Magazine - over 150 articles published since 1978

Other -
Dr. Comer has lectured at numerous schools and organizations across this country and around the world. He has served as a consultant for the Children's Television Workshop; Public Committee on Mental Health, chaired by Mrs. Rosalyn Carter; Pre Education Summit Meeting with President George Bush and Secretary of Education Lauro F. Cavazos, 1989; and numerous others.

In addition, he has served on many boards and panels, participated in many associations, participated on television and radio shows, and received numerous awards and citations.

revised 9/98 ab
November 1, 2000

Dear Parents/Guardians,

The Parental Involvement Committee is asking for your help! We are collecting soda cans, General Mills box tops, and Campbell Soup labels. We ask that the cans are washed inside and crushed before sending them to school. We hope to collect enough cans and labels to raise money for computers and other needed school supplies for the children.

Thank you,

The Parental Involvement Committee
ANNOUNCEMENT REQUEST

TO BE READ ON: DAY ................DATE............................

MESSAGE: (PLEASE PRINT COMPLETE MESSAGE)

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NAME_______________________DATE SUBMITTED________
Appendix F

Parent Team Committee Attendance Signing Sheets
SHARP'S PARENT TEAM COMMITTEE

Zora Dees Brown
Carolyn Davis
Ida Ervin
Francis Esposito
Susan Harper
Diane Hill
J. Liles
Fern Love
Barbara Martin
Charmaine Randolph
R. Serrano
Rose Snyder

Chairpersons
Mrs. Carter-Okpor
Mrs. Acholonu
Mrs. Lopez
H.C. Sharp Elementary School
Parent Team Committee

01/3/00
Signed

C. Louis, Teacher

Drain Hill - I.A.

Charmaine Randolph - P.A.

Esther Carter, Teacher

Eva Erwin - I.A.

Susan Harper, Teacher

Barbara Martin - I.A.

Zadee Brown

Dorita Ogbe

Gladys Holloway

June S. Love, Teacher

Jummie Rogers - Teacher
Parent Team

HC Shamp

October 5, 2000

[Handwritten signatures and names]

[Signature lines for committee members]
PARENT TEAM COMMITTEE

SIGN IN
OCTOBER 12, 2000

Rosalie Carter
Joe Erwin, Jr.
Diane Hill
Thomas Esposti
Helen Louis
Don & Lore
B. Martin
SIGN IN PLEASE

Rosalie Carter

An Exem J.A.

Laurie's Ch.

Verna Randolph, P.A.

Deane Hill

Mette Oke
Parent Team

Sign On 10-18-00

1. Frances Esposito
2. Jeff Carnes
3. Grace Hill
4. John S. Love
5. David Stephen
6. Barbara Tcholou
7. Charmaine Randolph
8. Barbara Martin
9. Mary E. Gregory
10. Rosalyn Carter
11. Carolyn Davis
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SHARPS PARENT TEAM COMMITTEE
OCTOBER 24, 2000
SIGN IN SHEET

Sign in:

[Signatures]
Parent Team Committee
Sign In - Oct. 31, 2000

Deb Jorgensen
Lee M. Schneider
Debbie Martin
Dr. Smith
H.C. SHARP
PARENT TEAM COMMITTEE
NOVEMBER 14, 2000
SIGN IN SHEET

Diane Hill
Rose Snyder
Jr. Erick
Barbara Martin
Dee & Lee
James Stephens
Suliana Akichena
Francis Espiritu
Charmaine Randolf
H.C. SHARP SCHOOL
PARENT TEAM COMMITTEE

EMERGENCY MEETING: DEC. 8, 2000
SIGN IN SHEET

Susan Harper  Teacher
France Espina  Teacher
Karen Hill  J.A.
Dag'nal Walser  Custodian
Charmeine Randolph  J.A.
Carolyn Lewis  I.C.H.
Pamela Carter  Teacher
Zora Dees Brown  Teacher
Barbara Martin  J.A.
Rose Snyder  C.S.C.
Doni Stephen  I.A.
Dona Sehans  B.I.T. Teacher
Gary Martinez  Parent
Frances Rivas  Parent
Walter Okon  Parent
Hettita Thomas  Parent

Signed: S.S.
ARENT TEAM COMMITTEE
HC SHARP -- NOV. 28, 2000

Kase Snyder
Leo Everett
Rose Carter
Sibiana Acholonu
Barbara Martin
Charraine Randolph
Deane Hill
Susan Harper
Carlyn Dins
France Esposito
Sheila Brown
Executive 10th Meetings Jan 26-28 2001

Rose Sydlee
Jerry Geneva
Mary Rea
Bibianna Acholonu
Cedryn Davis

Marina Odemolene-Diy
Pasalie Carter
Nelta Carter-Okpo
Dad'ayak Waheed

Joseph Fale

Jaa Ole Brown
Marita Lopez
Appendix G

Parental Involvement Award Certificate and Evaluation Sheets
Very Important Parent Award

THIS HONOR IS BESTOWED UPON

in recognition of faithful and devoted service while participating in

Awarded at __________________ this ____ day
of ___________ 19__
Organization and Management

To: PTA President

Did the intern formulate an adequate needs assessment for the PTA community?
Yes__ No__
Explain

Did the needs assessment address program and time sufficiently?
Yes__ No__
Explain

Did the needs assessment involve the community in determining future program goals?
Yes__ No__
Explain
BIOGRAPHICAL DATA

Name

Bibiana Anyanwu-Acholonu

High School

Girls’ Secondary School
Ikenanzizi, Imo State

Undergraduate

Bachelor of Arts
Home Economics Education
Rowan University
Glassboro, NJ

Graduate

Master of Arts
Special Education
Rowan University
Glassboro, NJ

Master of Arts
School Administration
Rowan University
Glassboro, NJ

Present Occupation

Special Education Teacher
H. C. Sharp Elementary School
Camden, NJ