























































current phone number and was not returning homework or communication folders, and the student's parents had never attended any event at the school.

The teacher/researcher communicated with parents about students' strengths and efforts in school (Delgado-Gaitan, 2004) by sending home positive notes along with tests or papers which showed academic growth or excellence (Feldman, 2003). Tests and other academic papers were normally sent home with students on a weekly basis, but it was not known whether parents actually saw the papers. By mailing exceptional student work home with a note, parents were sure to notice.

A record of communications with parents was documented. Communication made with parents focused on the educational, behavioral, or emotional needs of a student. The parent's opinions and ideas were solicited in order to validate parental input (Young & Westernoff, 1996). The teacher/researcher listened attentively during communications and took notes if the parent had concerns or comments.

Research shows that parents would be involved if they knew how (Epstein & Jansom, 2004). When parents are given instruction and understand what the teacher would like them to do, they are very willing to help (Caplan, et al., 1997). Therefore, the teacher/research attempted to be specific with parents about what the students were learning and how parents could help by reading, helping with homework, and seeing that assignments get turned in on time. The teacher/researcher provided information about goals and expectations for the students. She also told parents about upcoming school and classroom events. Most importantly, the teacher/researcher tried to make sure that parents felt welcome and valuable. According to research, when parents felt that teachers were trying to increase parental involvement, they felt they should help the student. When parents got information about how they could help their

child at home, were aware of what their child was learning, and felt that the teacher was doing a good job, the parents felt that the school was effective (Caplan, et al., 1997) This is the feeling that the teacher/researcher wanted parents to have about school.

The teacher/researcher had to take the parents' culture into consideration (Young & Westernoff, 1996). Since the teacher is a native of the United States and all the students are of Mexican descent, there were, of course, cultural differences. The teacher/researcher, therefore, tried to acknowledge these differences and tried to be aware of cultural boundaries. She paid close attention to verbal and non-verbal cues to assure that the parents are comfortable with the style and level of communication. The teacher/researcher did ask for assistance from a native Spanish speaker to talk to a student's parent about retention.

### ***Action Steps***

During the first week of the research, the researcher gave homework folders to each student on Monday. In the folder was a photocopied, hand-written note on bright paper telling parents that the teacher would be available to answer questions about homework on Tuesday and Wednesday evenings. Included was the phone number along with instructions on what to do when the message was heard. Tuesday afternoon, before students left school, they were given communication folders to be shared with parents. On Tuesday evening, while waiting for phone calls from parents, the researcher made phone calls to parents to ask if there were questions regarding homework or papers received in the communications folders. The researcher did the same thing on Wednesday evening. On Friday, several notes were sent home to parents of students who earned 100% on the weekly spelling test.

During the second week of the research, the researcher again sent home a note to parents in the homework folder with instructions how to contact the researcher. Homework folders were

sent home on Monday, and communications folders were sent home on Tuesday. The researcher was at school on Tuesday and Thursday evenings to be able to take calls from parents. While waiting for phone calls from parents, the researcher contacted several students' parents to ask them to remind students to return library books that were due the next day. With the exception of calling homes where no one answered, the researcher contacted all parents by Tuesday of the second week.

During the third week of the research, the researcher again sent home a note to parents in the homework folder with instructions how to contact the researcher at school one evening during the week. Homework folders and communications folders were sent home on Tuesday (no school on Monday). One phone call was made to a parent on Tuesday to remind the student about a library book. The researcher knew that there was a meeting on Monday night, Family Literacy Night on Tuesday, and a school read-a-thon the following week, so there were opportunities to communicate with parents the following week.

During the fourth week of the research, homework folders were sent home with a note that the researcher would be available Wednesday night to discuss homework. On Monday night the researcher called several parents right after school to remind them of a meeting with the state's education department's head of ELL programs. While at school that evening, the researcher also called almost all of the parents to remind them of the Family Literacy Night which was held the next evening. On Tuesday, communication folders were sent home with students. The researcher attended the Family Literacy Night. On Wednesday evening, the researcher made a phone call to a parent to see if there were questions about the homework. On Friday, the researcher sent a note to one parent of a student who earned 100% on their spelling test.

During the next week, the researcher was writing notes to each parent on report cards, which were sent out that Friday.

During the sixth week of the research project, the researcher was able to contact most parents about making Leprechaun traps, a second-grade project at the school. The traps were to be made at home and brought to school to try to catch Leprechauns that ‘vandalized’ the classrooms. Homework folders were sent home on Monday with the usual math, spelling, and reading assignments, as well as instructions on how to make a Leprechaun trap. While this trap was not mandatory, it is a tradition that most students were familiar with, and students looked forward to making their traps.

During the seventh week of the research, the researcher was invited to a birthday party, held in a public location, of one of the students. The researcher planned to attend, and did attend, the party. Although student progress was not discussed, the researcher was able to talk to several parents during the party.

During the eighth week of the research, a fundraiser began at school. The students were asked to sell bars of chocolate to raise money for the school. On Monday, homework folders were sent home with students. Also on Monday, notes were sent to parents of students who had received recognition at the Accelerated Reader (AR) assembly. A picture was sent of the student receiving their certificate or star along with an explanation of the AR program. Communications folders were sent home on Tuesday. On Friday there was a spelling test and the researcher was able to send some tests home to students who earned good scores or had shown improvement.

During the ninth week of the research, the candy sale ended. Homework folders and communications folders were sent home on Tuesday (no school on Monday). At the end of the week, the researcher sent notes to parents of students who participated in the candy sales

thanking them for allowing their child to participate and told parents what the money might be used to purchase for the school. Also, an exemplary math paper was sent home to the parents of one student.

During the tenth week, homework folders were sent home on Monday. In the communications folder sent home on Tuesday, there was a notice of a field trip to the zoo the following week. The researcher knew there would be many opportunities to talk to parents the next week due to the field trip, so no phone calls were made this week. Students were tested early in the week in their English reading proficiency. Several notes were sent home on Friday to parents of students who had made significant improvement in reading during the school year.

During the eleventh week of the research, the researcher talked to several parents about chaperoning the field trip or about issues regarding paying the fee for the field trip. The researcher was also able to talk to parent-chaperones on the bus on the way to and from the field trip. Homework and communications folders were sent home as usual as well. Immigration services also made a visit to the area during the week and several parents called to tell the researcher that their child would not be at school for a few days. A phone call was made by the researcher to a parent regarding money owed for candy sales. The researcher talked to a parent regarding student homework, a phone call initiated by the parent.

During the twelfth week of research, homework and communications folders were sent home. The researcher sent notes to the parents who chaperoned thanking them for going to the zoo and caring for children. Several notes were also sent to parents thanking them for helping their child with homework and supporting the school.

During the last week of the research, homework and communications folders were sent home as usual. The researcher sent notes to some parents about their child's reading progress,

others about the AR program. The researcher also met with the guardian of one student about retention, and talked to another student's grandfather about returning a library book.

A record of homework and communications folders that were returned by students on time was kept. This information can be found in Tables 1, 2, 3 and 4 in the *Results* sections. Typewritten notes of communication logs can be found in Appendix A.

### **Chapter V: Results**

Few of the parents of the students in the researcher's classroom were involved in school-related activities. Additionally, homework, in which parental involvement is necessary, was not being returned by some students. The goal was to increase parents' participation in their student's schoolwork and in school activities. This was to be accomplished by having the researcher initiate contact with parents to talk about school events, student achievement, homework, communication folders, and library books.

One of the expected outcomes was to have students return homework completed and on time. This outcome was not achieved. Statistically, from the time period October 7 through December 21, there was a 62.17391% return of homework. From the period February 10 through May 12, the rate of return of homework was 59.86957%; about a two-percentage point decrease. See Tables 1 and 2 and Figure 1 for results.

Table 1

*Homework Return Chart - Prior to Action Research*

	10/7	10/11	10/21	10/28	11/8	11/18	11/23	11/30	12/16	12/21
1	X	X	X	X	X	X		X		
2			X							
3						X				X
4	X					X		X	X	X
5	X	X	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X		X
7	X			X						X
8	X	X	X	X	X	X		X	X	X
9			X				X			
10	X	X	X	X	X	X		X	X	
11	X		X	X	X	X	X	X	X	X
12	X	X				X				X
13	X		X	X			X			X
14	X	X	X		X				X	
15	X	X	X	X	X	X	X	X	X	X
16	X	X	X	X	X	X	X	X	X	X
17	X			X	X	X			X	X
18	X	X	X	X	X	X		X		X
19	X	X	X	X	X	X		X		
20	X	X			X		X		X	
21	X		X	X	X	X		X		X
22	X		X	X		X			X	
23	X	X	X	X	X	X		X	X	X

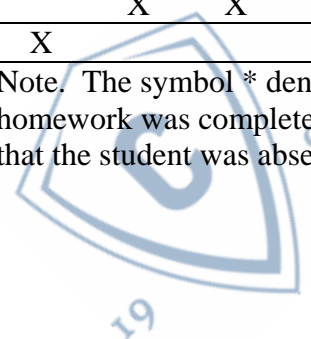


Table 2

*Homework Return Chart - During Action Research*

	2/10	2/17	2/24	3/3	3/9	3/17	3/24	4/7	4/14	4/21	4/28	5/5	5/12
1						X	*			#	X		X
2						X		X				X	
3				X	X		X						
4	X	X	X	*		X	X	*	X	*	X	X	X
5	*	X	*	X	*	*	X	*	*	X	X	X	X
6	X	X	X	X	X	X	X	X	X	X	X	X	X
7	*			*	X	X		*		*	*		
8	X	X	X		X	X	X				abs		X
9													
10	X	X	X		*	X	X		X	X	X	X	X
11	X	X	X	X	X	X	X	X	X	X	X	X	X
12		X	X		X				X		X		
13	Abs	*	*						X	X			
14	X		*						X		*	*	X
15	X	X		X	*	X	*	X	X	*	X		X
16	X	X	X	X	X	X	X	X	X	X	X	X	X
17	X		X	X		X	X	X	X	X	X	X	
18			X	X	*				X	*		*	
19	X	X			*		X	X	X	X	X		
20					X	X		X			X	*	
21			X		X			*	*	*			X
22		X	X	X	X	X	X	X	X				
23	X			X		X	X	X	X	X	X	X	X

Note. The symbol \* denotes that not all homework was turned in; the symbol # denotes that homework was completed without thought and done poorly; the abbreviation 'abs' denotes that the student was absent the entire week



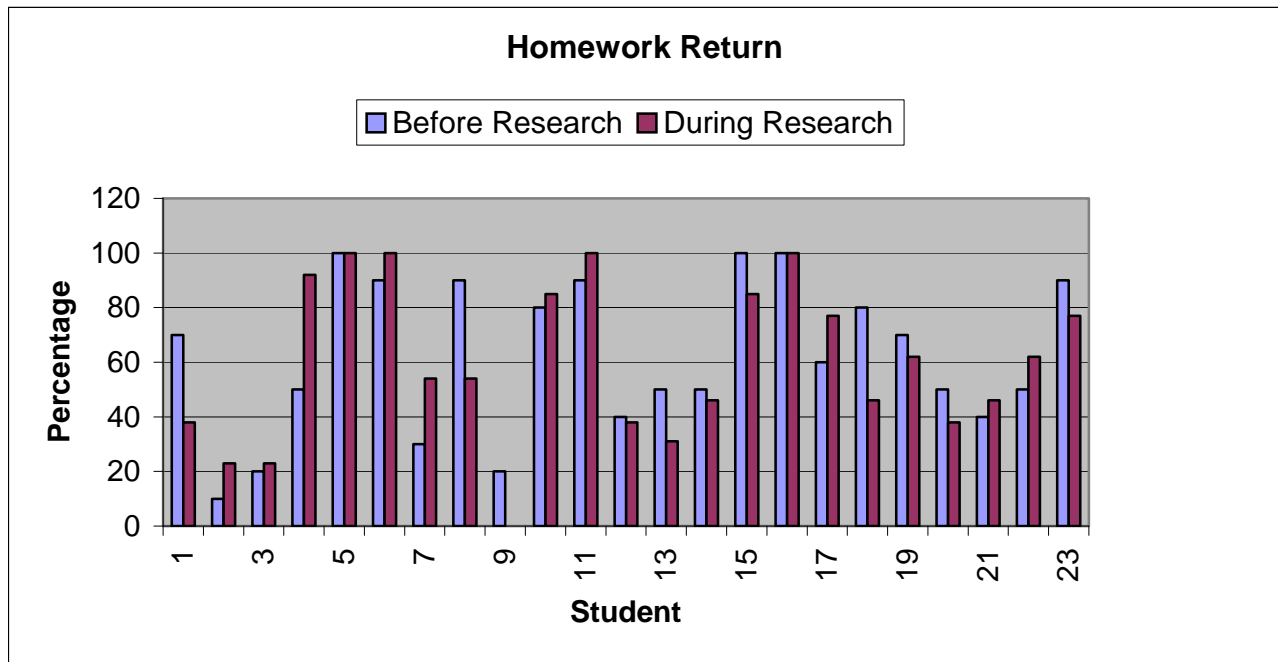


Figure 1

For the first four weeks of the research, the researcher included a written message along with the homework that the researcher would be available during specific hours of the evening to answer any questions about homework. Despite this, no parents contacted the researcher. This was disappointing because some students still wrote notes on the homework to the researcher saying that the homework was not done because no one understood how to do it. Because of this, the researcher initiated phone calls to parents asking if the parent(s) had seen the homework and if they had questions. During the course of these discussions, one parent told the researcher that she had not attended school as a child and could not help the student with math. Another parent told the researcher there were six kids in the family and the parents did not have time to help their children with homework. In two other instances, the parents asked the researcher if the students were doing their homework, which indicated that the parents were not involved in helping their child at home.

Another expected outcome was that students would return communication folders, emptied of contents sent home, on time. This expectation was not met either. During the period of September 22 through December 21, communication folders were returned on time 59.34783% of the time. From the period February 8 through May 10, communication folders were returned on time 59.52174% of the time. While the difference is minimal, the fact remains there was no increase. However, the number of students who improved their rate of return of communication folders was higher than the number of students who rate of return decreased. Thirteen students increased their rate of returning their communication folder, one remained the same (at 100%), and nine students decreased their rate of returning communication folders. See Tables 3 and 4 and Figure 2 for details.



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Table 3

*Communication Folder Return Chart - Before Action Research*

	9/22	9/27	10/5	10/26	11/2	11/23	11/30	12/14	12/21
1									
2	X	X							
3							X		X
4	X				X		X		X
5	X	X	X	X	X		X	X	X
6	X	X	X	X	X	X	X		X
7	X	X		X	X		X	X	X
8	X		X	X	X	X	X	X	X
9	X		X		X				
10	X	X		X	X		X	X	
11	X	X	X	X	X	X	X	X	X
12		X	X	X	X			X	X
13	X		X			X	X	X	
14	X			X	X			X	
15	X		X	X	X		X	X	
16	X	X		X	X	X	X	X	X
17	X	X	X				X	X	X
18	X	X	X					X	
19	X		X		X	X	X	X	X
20	X	X	X	X	X			X	
21	X				X		X		X
22	X	X			X			X	
23	X	X	X	X	X		X	X	



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Table 4

*Communication Folder Return Chart - During Action Research*

	2/8	2/15	2/22	3/1	3/8	3/15	3/22	4/5	4/12	4/19	4/26	5/3	5/10
1									X	X		X	X
2					X			*	X			X	
3	X		X	X		X	X	X	X	X		X	
4	X		X				X	X	X	X		X	X
5	X	X	X	X	X	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X	X	X	X	X	X
7		X		X	X	X		X		X	X		
8					X	X	X	X		X	X		X
9													
10	X	X	X		X	X	X	X	X	X	X	X	X
11	X	X	X	X	X	X	X	X	X	X	X	X	X
12					X					*			X
13			X			X	X	X		X			
14			X				X	X	X	X		X	X
15	X		X	X	X	X	X	X	X	X	X	X	X
16	X	X	X	X	X	X	X	X	X	X	X	X	X
17						X	X	X	X			X	
18	X		X	X	X			X					
19	X	X	X	X	X		X	X	X	X		X	X
20	X			X		X		X					
21			X	X	X	X		X	X			X	X
22									X		X	X	
23		X	X	X	X	X	X	X	X	X	X	X	X

Note: The symbol \* denotes that the communication to parents was still in the folder when it was returned to school.



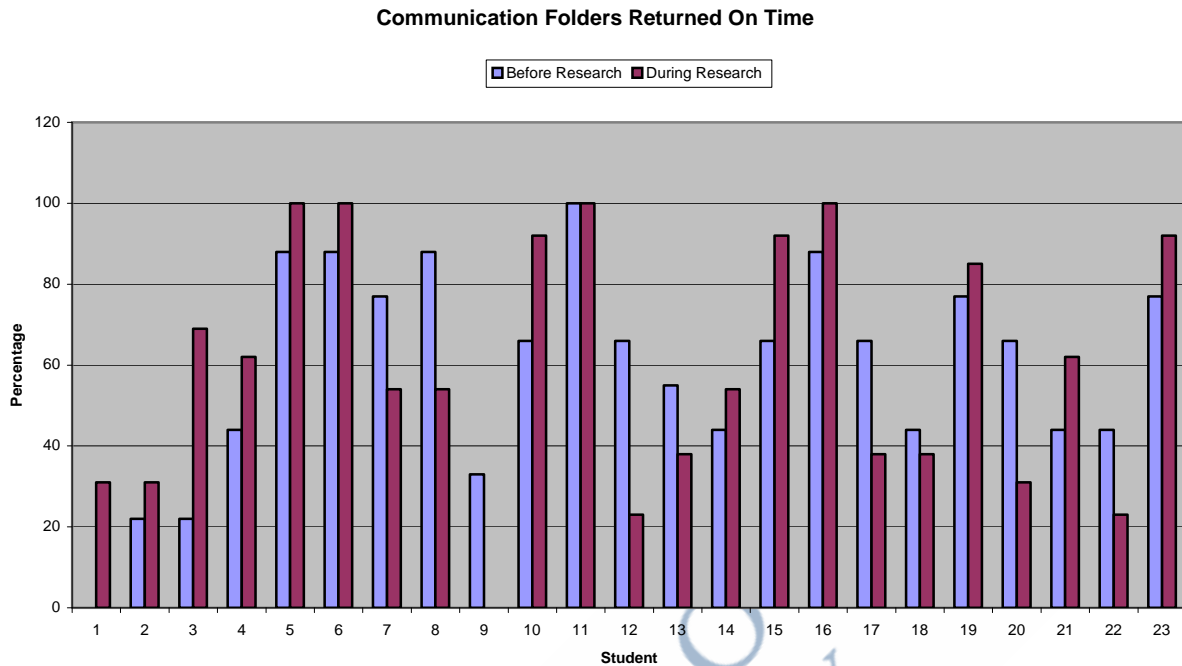


Figure 2

The third expected outcome was that parent participation would increase in school-related activities occurring at the school during the evening. It is difficult to say whether or not this expectation was met. Two more regular meetings for ELL parents were scheduled for the last part of the year, but both were canceled. A special meeting to talk about the school’s program with the state’s director of ELL programs was scheduled for parents of the district. Teachers were not allowed to attend, but information from the school’s ELL Program Director indicated there were approximately eleven parents in attendance, three of which were from the researcher’s class. The Cinco de Mayo celebration at the school was also canceled due to other events occurring in the community during that time.

During the research, a Family Literacy Night was held at the school, which included a Book Fair; two students from the researcher’s class and their parents were in attendance.

Another event held in the evening was a Family Bingo Night. Although there was no sign-in

sheet, and the researcher was required to work, it is known that at least five parents of students in the researcher’s classes were in attendance. In fact, one of the parents agreed to be a ‘caller’ during the Bingo game, but her services were not utilized. Data regarding parent attendance before the action research began can be found in Table 5; information regarding parent attendance at school activities during the action research can be found in Table 6.

Table 5

*Table of activities in which parents participated - Prior to Action Research*

	Open House 9/22	Parent Night 10/19	Math Night 10/27	Parent-Teacher Conf. 11/10-11
1				
2				
3				X
4				X
5	X			X
6				X
7				X
8		X		X
9	X			
10				X
11				X
12				X
13	X			X
14	X			X
15				X
16	X	X	X	X
17	X			X
18				X
19	X			X
20				X
21	X			
22				X
23				X

Table 6

*Table of activities in which parents participated - During Action Research*

	Bingo Night 2/9	Literacy Night 2/28	Chaperone Field Trip 4/28
1			
2			
3			
4			
5	X		X
6			
7			
8			
9			
10	X		
11	X		X
12			
13			
14			X
15			
16	X	X	X
17			
18	X		
19			
20			X
21	X		
22			
23	X	X	X

**Discussion**

When people of different cultures and languages attempt to communicate, there can be complications (Shannon et al., 1996; Caplan, et al., 1997; Weidman & Romero-Helvie, 1996). While the researcher is considered to be bilingual, there were many instances in which communication was hindered or halted because of the researcher’s inability to find the right words in the parents’ home language or when the researcher was not sure she understood what the parent was saying. The researcher tried to be sensitive to the culture and did not make phone calls during dinner, but there were probably other cultural differences at play. The researcher

tried to open the conversation by asking how the parent was and, when appropriate, asked about the health of others in the family. Although the researcher felt this was an appropriate cultural courtesy, there was never a response beyond, "Fine, and you?" Face-to-face communication is more conducive to true interaction among speakers. The researcher's attendance at a student's birthday party, for example, was not intended as a means to talk to parents about their students' education. By doing so, however, social and personal relationships with parents were improved and respect built between the two. The researcher believes that better relationships were formed with parents that she was able to speak to in person.

Perhaps part of the reason for lack of success was that the researcher did not really know how to involve parents and needs appropriate training. According to Drummon & Stipek (2004), when teachers were trained how to communicate with parents, the parents then rated "teachers as more effective...and reported higher involvement" (page 6). Although there was no improvement in parental involvement, it is believed that some parents regarded the researcher/teacher as effective. There was a meeting among parents of ELL students and the state's Director of ELL Programs, and during this meeting, the parents of the students in the researcher's class said they felt their students' teacher had high expectations and were happy with the teacher overall. Perhaps those same parents would have said the same thing had the researcher/teacher not been making phone calls to parents, but it is believed that the communication played a part in positive comments about the teacher/researcher.

It is also believed that the teacher/researcher-initiated communication led to more parents participating as chaperones for the class field trip. There was only a change of two students in this group of students from first grade to second grade. The researcher was told that when this group of students was in first grade, only two parents volunteered to chaperone their field trip.

This year, originally, eleven parents volunteered to chaperone the field trip to the zoo! When it came time for the field trip, six adults actually chaperoned. Another parent would have been there, but officers from the federal immigration offices were in town the day before the field trip and rumors were going around that the officers would be in schools. The researcher was quite pleased with the number of parents who chose to chaperone the field trip.

The number of parent-initiated contacts increased. From the period of September through November, only three parents initiated contact with the school. From February through May, parents initiated ten calls or visits to the school. This data can be found in Tables 7 and 8. Whether this was due to the communication with the researcher or whether this is just a normal part of parents being more comfortable than in the beginning of the year is unknown. Since this was the third year of attendance at this school for the majority of the students in this class, they should be relatively comfortable with the school personnel and school as a whole, whether it was the beginning of the year or the end. Therefore, the researcher would like to think that parents became empowered to call the school and the teacher when they had concerns or questions.

Table 7

*Communication initiated by parents – Before research project*

<u>Date</u>	<u>Student</u>	<u>Subject</u>
September	12	Behavior notification that was sent home – personal visit to school
September	15	Behavior notification that was sent home – personal visit to school
October	6	Called to reschedule conference time

Table 8

*Communication initiated by parents - During Action Research*

Date	Student	Subject
February	23	Came in to eat lunch with student.
March	9	Came in to get addresses of students for birthday party invitations.
March	13	Parent came in to watch student performance in a skit.
April	22	Came in and called regarding student participation in YMCA soccer program.
April	12	Called regarding homework (or rather, the lack thereof)
April	10	Came to school to pick up student and stopped by the classroom.
April	8	Student was absent due to illness and parent called as well as came in to arrange for and pick up homework
May	5	Came in to ask when to pick up student after a dance practice; talked mom into staying to watch the dance practice.
May	11	Called to thank researcher regarding the kind notes sent home; also had a phone call from the school, but accidentally erased it.
May	10	Came in to talk about loss/theft of something belonging to student.

Delgado-Gaitan (2004) stated that some parents might not be able to help their children because of little or no education, so the researcher did expect to have interactions with this type of parent. This was the case for at least two students. In the case of these students, instead of sending homework that required parental participation, the homework assignment was differentiated and at a level which the student could work on at home independently. For one student, this did make a positive difference in returning homework. One thing that surprised the

researcher was the flat-out refusal of a parent to help the student with homework. The parent stated that there were six children in the family and the parents did not have time to help any of their children do homework. As stated by Young & Westernoff (1996), some parents believe that providing food and a loving environment means involvement in their child's learning. Perhaps this is the case for this particular student. Another possible reason would be that the family is more concerned with day-to-day survival (Weidman Young & Romero Helvie, 1996, p. 181; Young & Westernoff, 1996), which is another reason parents may not be as involved as the school would like the parents to be. Regardless, after learning this, there was no sense in badgering the parents to do something they clearly felt they were unable to do; therefore, communication with these parents became more difficult for the researcher. However, the researcher tried to focus on positive academic achievements of the student that could be sent to the parents.

Delgado-Gaitan (2004) also stated that the key to parental involvement was regular communication with a focus on the student and to discuss a variety of issues. It became clear after the first month that making phone calls solely talking about homework, communication folders and library books was getting stale. Although the intent of the research was to improve the return of homework and communication folders, other items regarding students' accomplishments were worth discussing with parents. Although the following story has nothing to do with homework or communication folders or parents attending a school activity, it was the most memorable part of the project. The school where the research was conducted participated in an Accelerated Reader program. Students read books, take tests, and earn points. After a student earns five points, their name is put on a star, which is put on a bulletin board in the library. After each ten points a student earns, he or she will be awarded a certificate at an

assembly. During the assembly, the researcher took a picture of each student who received a star or a certificate. One student earned 20 points. The researcher sent a picture of the student receiving the certificate along with a copy of the results of each test she had taken after reading a book. Several days after sending the picture and papers, the student was standing by the researcher's desk, casually talking. Suddenly, the student said, "Do you remember the papers you sent to my parents? My parents were very proud of me." That made everything worthwhile! Caplan et al. (1997) said that when parents get information about how to help their child at home, were aware of what their child was learning, and felt the teacher was doing a good job, the parents felt that the school was effective. Although the researcher feels she may not have done a very good job informing parents how to help their children, at least in this one case, the parents were aware of what their child was doing and probably felt that the teacher and school were effective. Perhaps this is a worthier accomplishment than getting homework and communication folders returned on time.

### ***Recommendations***

If someone is truly interested in having parents more involved, face-to-face connections with parents should be made before a new school year starts. School districts should be willing to provide time for teachers to make these important connections. Parents should be able to choose between a home visit or parents coming to school to meet with the teacher. Prior to the meetings, teachers should have a clear idea of procedures for the classroom that they would like parents to be involved with, i.e. when homework is received/returned, when communication folders go home and when they need to be returned. The teacher should provide examples of the types of activities and assignments that the students will be expected to perform, so that parents can see what their child will be expected to learn during the year. Information should also be

provided about school systems, such as how to call the school, the need to inform the school of changes in address or phone numbers in case there is an emergency involving their child, and to inform the parents that their input is welcome and expected. In an ideal world, the teacher or school would make a video with this important information and provide a copy to each family at the beginning of the year. Of course, this information should be provided in the parents' native language. During the research, one home visit was made. After the visit, the student began returning homework on time more frequently. Additionally, the researcher was able to find out there was a preschool-child living in the home and sent notices regarding Multi-Modular testing and kindergarten registration to the home.

Events at school such as the beginning-of-the-year barbeque, the ice cream social, and bingo night are well attended, while events such as math night, literacy night, and multi-cultural night were not nearly as well attended. The school should make an effort to provide food or snacks at all events. More importantly, however, events should be marketed differently to make them more appealing. If a parent is uneducated or illiterate, it is unlikely they will feel comfortable attending a math or literacy event. They may feel like they need to have those skills in order to participate. Instead, these evenings could be marketed as game nights or arts and crafts events.

Lastly, teachers need to make sure that parents see samples of their student's good work or work that has improved or shows good effort. Schoolwork is often sent home with students in their backpacks without explanation as to what students are studying or how students are doing. By sending samples of student work to the parents through the mail, the teacher is making a connection with the parent, explaining what is going on in the classroom, and praising the student. When this happens, the parent and student both have reason to be proud.

Communicating with parents needs to be meaningful, however, and sending home schoolwork for the sake of sending it home should be avoided. Every student does work that is noteworthy.



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## Appendix A – Communication Logs

February 6, 2006 – February 19, 2006			
1	2/7, 2/9	Phone call	Phone not in service. Parents are not literate in English or Spanish.
2	2/7	Phone call - Mom	Talked about communication folder, homework, library books and when they are due. Mom wanted to know about student's behavior in the classroom.
3	2/7	Phone call - Mom	Called to see if there were questions about the homework. Mom said she could not help student with homework because the baby was sick.
4	2/7	Phone call - Mom	Called to see if there were questions about the homework. Mom says she checks student's homework every night (but I don't give homework every night)
5	2/8	Phone call - Mom	Asked her to remind student to return library book tomorrow
6	2/14	Phone call - Mom	.Asked her to remind student to return a library book tomorrow.
7	2/8	Phone call - Mom	Reminder about library book being due tomorrow.
8	2/8, 2/14	Phone call	The phone rang and rang; no one ever answered.
9	2/7	Tried to phone home; sent note	Phone not in service. Sent note with student's spelling test; the student only got one wrong which is a huge improvement since the beginning of the year.
10	2/10	Note home	Sent spelling test in which student received 100%
11	2/10	Note home	Sent home a math paper, which the student did well.
12	2/14	Mom	Asked her to remind student to return library books tomorrow. Mom asked about student's behavior.
13	2/7	Grandmother	Called to see why David was not in school; he is sick.
14	2/8	Father	Called to talk about homework; it was quiet on the other end. I asked father to remind student to bring library book tomorrow and father said, 'yeah, I'll tell him. Good-bye.'
15	2/7	Mom	Asked if there were questions about the homework. Mom said that she did not study math and is unable to help student.
16	2/10	Note home	Sent spelling test in which student received 100%
17	2/14	Mom	Asked her to remind student to return library books tomorrow.
18	2/14	Aunt	Mom was not available. Asked the aunt to remind the student to return library books tomorrow.
19	2/8	Mom	Called to remind student to bring in Library books tomorrow. There was a baby crying in the background, so the

			conversation was VERY short.
20	2/14	Aunt	The aunt has guardianship. I asked her to remind the student to return library books tomorrow.
21	2/10	Note home	Sent spelling test home in which student received 100%
22	2/14	Student	Neither mom nor dad was available. I reminded student to return library books tomorrow.
23	2/8	Dad	Talked to parents about Bingo Night and asked him to remind student to bring Library book to school.



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Feb. 20 – March 5			
1	2/27	Phone not in service.	Phone not in service. Student says that her dad has a cell phone and that she will bring me the number.
2	2/27	Mom	Talked to mom about the Family Reading Night tomorrow night.
3	2/27	Mom	Reminder of meeting that night, which parent said he or she would attend.
4	3/1	Mom	Called to see if there were questions about the homework; mom asked me if student was doing their homework.
5	2/24	Mom	Came in for breakfast
6	2/27	Mom	Talked to mom when she came in to pick up student from after-school club.
7	2/27	Mom	Called to remind her about tomorrow night's Reading Night. Mom does not have a license so will not be able to attend school events.
8	2/27 3/3	Tried calling Note home	No answer, but phone is not disconnected. Tried several calls. Sent home spelling test; student earned 100%
9		Tried to call several times	Phone still not in service; student was asked to get information from parents and to bring it to the office.
10	2/27	Mom	Called to remind of Family Reading Night.
11	2/27	Mom	Reminder about meeting tonight that mom said she would attend.
12	2/27	Mom	Mom called the school about the Read-a-thon, which I explained to her.
13	2/27	Dad	Reminded him that tomorrow night is Family Reading Night. Dad asked that I remind the student to take papers home from another class. (Who's asking help from whom?)
14	2/27	Mom	Called to remind them of Family Reading Night.
15	2/27	Dad	Reminded family that tomorrow night is Family Reading Night
16	2/27 2/28	Dad Mom and Dad	Reminded him that tomorrow night is Family Reading Night. Talked to parents during Family Reading Night
17	2/27	Talked to mom	Called to remind about Family Reading Night
18	2/27	No answer	Called several times regarding meeting parent said she would attend; no answer.
19	2/27	Mom	Reminder of meeting that night, which parent said he or she would attend.
20	2/27	Tried calling	Called several times regarding meeting parent said she would attend; no answer.

21	2/27	Mom	Reminder of meeting that night, which parent said he or she would attend.
22	2/21	Mom	Reminder about library book
23	2/27	Dad	Reminder of a meeting tonight they said they planned to attend. Reminder about Reading Night tomorrow.



March 6 – March 12

Personal messages were written to all parents on report cards regarding student progress.

March 13 – March 26			
1	3/14	Personal visit to home	Student had rarely returned homework or communication folder during the year, so student's report card was personally delivered. Parent asked about student's behavior.
2	3/21	Mom	Remind student about library book.
3	3/25	Talked to mom	Said hello to mom when she dropped student off at pizza restaurant for another student's birthday party.
4	3/14	Mom	Asked if there were questions about homework. Mom asked if student was doing his/her homework.
5	3/15	Mom	Called about Leprechaun trap. Parent said she had seen the assignment.
6	3/24	Sent note	Sent home exemplary paper that student did regarding sound (science).
7	3/14	Mom	Called to see if parent had seen instructions for Leprechaun trap. Parent said she had. No questions.
8	3/25	Talked to mom	Talked to mom during another student's birthday party.
9	3/25	Talked to mom and dad	Student's birthday party was held at local pizza restaurant; many students attended.
10	3/15	Called	Phone no longer works.
	3/25	Talked to mom	Briefly spoke to mom when she dropped her student off at another student's birthday party.
11	3/15	Dad	Called about Leprechaun trap. Dad has seen the instructions.
	3/25	Talked to mom	Talked (at length) with mom during another student's birthday party.
12	3/14	Mom	Reminder about library book and Leprechaun trap.
	3/25	Talked to mom	Talked to mom during birthday party for another student.
13	3/16	Dad	Dad came into school to watch a play in which student participated.
	3/25	Talked to mom and dad	Talked to parents during birthday party for another student.
14	3/15	Dad	Called about Leprechaun trap. Not much of a response.
	3/25	Talked to mom	Briefly spoke to mom during birthday party of another student.
15	3/15	Mom	Asked if there were questions about homework (none). Asked if there were questions about Leprechaun trap (none).

16	3/24	Note home	Sent home exemplary work regarding sound (science).
17	3/14	Mom	Reminder about library book and to see if there were questions about the Leprechaun trap instructions.
18	3/25	Talked to mom	Spoke briefly to mom when she dropped off student at another student's birthday party.
19	3/14	Mom	Asked about homework and Leprechaun trap.
20	3/15	Aunt	Asked if there were questions about Leprechaun traps. She said no and that it would be at school the next day.
21	3/24	Note home	Sent home sample of student work about sound (science).
22	3/15	Dad	Talked about Leprechaun trap; dad has seen the instructions.
23	3/14	Dad	He has seen the instructions of the Leprechaun trap; they started working on it yesterday.



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April 3 – April 16			
1	4/7	Note home	Spelling test.
2	4/7	Note home	Spelling test.
3			
4	4/3	Note home	Sent note home regarding Accelerated Reader program along with a picture from the AR assembly in which the student received recognition.
5	4/7	Note home	Thanks for supporting school by allowing student to participate in candy sale.
6	4/7	Note home	Thanks for supporting school by allowing student to participate in candy sale.
7	4/5	Mom	Talked about school candy sale. Student needs permission slip before she can sell candy.
8			Tried calling on several occasions; phone works but no one answers.
9	4/5	Mom	Asked if parent had seen communication folder and were there any questions about any of the items.
10		Note home	Sent note home regarding Accelerated Reader program along with a picture from the AR assembly in which the student received recognition.
11	4/14	Note home	Thanks for supporting candy sale by allowing student to participate.
12	4/14	Note home	Thanks for supporting candy sale by allowing student to participate.
13		Dad	Asked if there were questions about homework; dad asked if student was doing homework.
14	4/14	Note home	Sent note with math paper that student did well on.
15	4/12	Note home	Congratulations on new baby in the family.
16	4/3	Note home	Sent note home regarding Accelerated Reader program along with a picture from the AR assembly in which the student received recognition.
17	4/7	Note home	Spelling test (100%) sent to home with note.
18	4/14	Note home	Thanks for supporting candy sale by allowing student to participate.
19	4/7	Note home	Spelling test (100%) sent to home with note.
20	4/10	Aunt	Called to say another permission slip was being sent home because student wants to sell candy (to receive prize).

21	4/3	Note home	Sent note home regarding Accelerated Reader program along with a picture from the AR assembly in which the student received recognition.
22			
23	4/7	Note home	Spelling test (100%) sent home with note to parents.



April 17-30			
1	4/27	Note home	Note regarding kindergarten registration. When doing a home visit, the family told the researcher there is a child in the home will attend kindergarten next year.
2			
3	4/21	Note home	Earned 100% on quiz in English.
4			
5	4/24	Talked to mom	4/24 – Mom came to school 4/28 – Mom went on field trip to the zoo with the class
6	4/28	Note home	Sent home math homework that was perfect.
7	4/21	Note home	Earned 100% on a quiz in English.
8	4/22	Talked to mom	Mom came to school to make sure student's money had been paid for the field trip. She had given it to the office and wanted to make sure it was received.
9	4/25	Talked to mom	Left message regarding library book that had not been returned for almost two months. 4/27 – Talked to mom about being a chaperone on the field trip.
10	4/21	Note home	Sent note regarding reading achievement in English.
11	4/21	Note home	Sent note regarding reading achievement in English and the fact that the student is on the path to achieve the benchmark.
12	4/24	Talked to mom	Mom called regarding her son's statement that homework was not being given to students (and therefore he had no homework). Also talked to mom regarding being a chaperone.
13	4/25	Talked to dad	Student owed money from sales of a fundraiser. Dad knew the money was owed, but didn't know how much.
14	4/28	Talked to mom	Talked to mom during the field trip to the zoo.
15	4/28	Talked to dad	Dad called to say that student would not be at school on Friday or Monday.
16	4/27	Talked to dad	Parents signed up to chaperone on field trip, but student told me they were not able to go because they could not pay for ticket. Called to say, don't let that be a factor. Mom was able to chaperone.
17			

18	4/27	Dad called school	Dad called to say that student would not attend field trip or be in school on Monday.
19	4/20	Talked to dad	Mom was in Mexico. The student's uncle signed up to chaperone field trip; phone call was made to be sure the uncle was an adult and a responsible person.
20	4/24	Appointment with aunt	The aunt (informal guardian) was asked to come in to talk about how to help with homework. The aunt suggested that the student be retained.
21	4/24	Note home	A note was sent home regarding the student's reading achievement in English.
22	4/24	Mom came to school	Talked to mom on the phone and she also came to school to talk about getting her son enrolled in the YMCA's youth soccer program.
23	4/28	Talked to dad	Dad went along as chaperone on field trip to the zoo.



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May 1 – May 14			
1	5/1, 5/2, 5/3, 5/4	Called home Mailed note home 5/9	Tried calling because student was absent. The number given as emergency (uncle) just goes to a recorded message. Sent note regarding how students can get a library card and a free book.
2	5/9	Note home	Sent note regarding reading progress and information that student had received information about the public library.
3	5/9	Note home	Note regarding Accelerated Reader Program along with picture.
4	5/9	Talked to mom	Talked to mom about helping to find student's library book, which was due 4/19.
5	5/6	Note home	Note thanking parent for chaperoning zoo trip. Also thanked parent for their help and support which is a reason for student's progress.
6	5/6	Note home	Thanked parents for supporting their child and helping child with homework and getting it returned every week.
7	5/9	Note home	Note regarding student's reading progress along with picture from Accelerated Reader assembly and information about the AR program.
8	5/14	Note home	Note regarding student's reading progress along with information about getting a library card at the public library.
9	5/14	Note home	Note sent with math paper which student did well.
10	5/12	Note home	Sent home math paper that student was successful doing. Thanks to parents for helping student remember homework and communication folders weekly.
11	5/6	Note home	Thanks for helping student with homework during the year.
12	5/6	Note home	Thanks for chaperoning field trip to zoo.
13	5/9	Talked to grandpa	Asked grandfather to help student find a book that was due April 19.
14	5/6	Note home	Thanks for chaperoning zoo trip.
15	5/14	Note home	Note about reading progress. Note included information received last week about getting a card for the public library.
16	5/6	Note home	Thanks for chaperoning zoo trip.
17	5/9	Note home	Sent home graph with student progress and reminder that student is eligible for a library card and free book.
18	5/9	Talked to mom	Asked mom to help student find a book at home that was due April 26.
19	5/9	Note home	Sent note home regarding Accelerated Reader program along with a picture from last AR assembly.

20	5/9, 5/10, 5/12	Mom	Talked to mom about scheduling a meeting. Talked about rescheduling a meeting. Talked to mom about retaining student in second grade.
21	5/6	Note home	Thanks for helping student with homework during the year and supporting the education of their child.
22	5/2	Talked to mom.	Talked about the fact that you cannot just send another family member to pick up a student without written permission.
23	5/6	Note home	Thanks for helping student with homework throughout the year and supporting education.



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