

## Appendix A Retreat Evaluation

### Retreat Evaluation Comments 6/13/98

#### **Question #1 – What one or two things about our plans for Basic Schools are you the most excited about?**

- Planning the year at a glance – so we are not overloaded or surprised – we can pace ourselves. Plan and work toward and look forward to an event.
- Dividing up the responsibilities
- Excited about doing and planning some group, multi-age activities
- Being able to work with so many different grade levels, sharing so many ideas.
- Extended units in our Core Commonalities
- Family units with our different grade levels
- The mix of faculty and grade levels
- Family outings – sense of togetherness
- Cuts down on meetings
- The families are a good idea
- The possibility of big family celebration
- It is so exciting to me to be a real part of the faculty again. I am excited as a specialist to participate with classroom activities.
- Family Activities – helps specialty teachers feel a sense of belonging
- Core Commonalities
- Academic Fair
- Family Fair
- Family activities
- Family Structure – family reps instead of grade reps!
- I got to work with teacher I haven't worked with and it was fun. I learned.
- It is so collegial!
- I adore the focus on character!
- School-wide involvement with all grade levels.
- Support of parents and community
- The formation of families put people together who have not worked together before. It will be a great opportunity for us to get to know each other.
- Great ideas for beginning of year. More involvement with other grade levels.
- New friends and family!
- Field trip to another Basic School
- Getting to know other faculty and staff in a family way.
- Getting to know other teachers in school – continuity in curriculum from one grade to next may be improved
- Really like the idea of being a part of family – having that group support.
- Think it's great that kids will be made a part of "across grade level family"
- Like the idea of each family focusing on a key component in school
- Great family – good planning session

- Planning activities across grade levels

**Question #2 – What are some things about our plans for Basic Schools that you are questioning? Concerns, uncertainties, etc.**

- Let's not take on too much, too soon. Slow n Easy. Sure n Steady.
- 1 or 2 things well done is better than a bunch of things done average.
- It will be tough to find the time to do things grade level and or family
- Seems like a lot of things taking place.
- Biting off more than I can chew.
- Perhaps we will need some support on collaborative work – working out the “kinks” of working together.
- It's exciting. I don't want to be so busy that I lose touch with my grade level.
- Will this take away from teaming within grade level?
- I think we need to take it easy, not get so overwhelmed
- Places for a large family to meet.
- Seems like a whole lot at once, even though we say we're trying to do a little at a time. If we keep it organized, it shouldn't be too overwhelming for any one person.
- May be too much when everything is put together.
- Need to maintain a child focus. We can plan all this, but what are the children learning or gaining?
- This adds so much to scheduling. We can easily burn out.
- I love merging special ed and regular ed
- Hey! Take a chance! Be a risk taker! I keep encouraging this in my children.
- I hope teachers aren't meeting more than previously.
- More meetings and scheduling.
- Questioning? It seems a bit overwhelming at this point even if we are trying to keep it simple.
- Time for planning, etc.
- Very overwhelming – there is not enough time to do all this wonderful “stuff”!
- None – I'm ready.
- After thinking all day about it, I still have some concerns about parents staying with kindergartners on first day. What about parents who can't or won't come? What happens when they leave and kids get upset?
- Feel there is much to do/plan before school gets started to make this work.
- What might this do to grade level teaming? Some groups work closely as a team.
- Won't this weaken that or discourage those that were just beginning to team?
- Getting it all done!

**Question #3 – Any additional thoughts or suggestions?**

- I love my job. It's a big part of my life. I feel challenged yet secure. We have a wonderful team. I like how we work together.
- Looking forward to working with our family
- When using parents, try to include parents who are not the same parents whom we see on a weekly basis.
- Can't wait!
- I'm glad we're doing this.
- I think it would be good at some point for us to do some kind of activity as faculty families purely for the purpose of connecting more personally with each other.
- It was a very positive way to end the year.

- WOW!!
- I'm excited to try something new.
- I hope we can stay focused when the new school year starts.

## Appendix B

### Teacher Interview Questions

1. All in all, how do you think things have gone with our Basic School involvement this year?
2. What things stick out most in your mind about our work with Basic Schools?
3. Which activity or activities related to Basic Schools do you believe have been most effective? Why do you think they were effective?
4. Which activities have been least effective? Why do you think they were ineffective?
5. Can you identify any professional growth you have acquired through our Basic School involvement?
6. Can you identify how the school as a whole has benefitted from our involvement? The students? The parents? The community? If so, how?
7. Talk to me a bit about how you see our Basic School involvement has affected communication across grade levels.
8. What parts of the Basic School involvement do you think we should continue with?
9. What parts should we change?
10. What specific ideas do you have on what we should do next year with the Basic Schools?
11. How do you feel things have gone with your family? Why?
12. Has the Basic School framework helped us to focus our school's programs? How so?
13. How effective do you think your family's school-wide activity was?
14. What influence overall has the Basic School had on what we have done this year?
15. Where do you see us going with our involvement with Basic School?

**Appendix C**  
**Contact Summary Sheet**

Date \_\_\_\_\_

Location \_\_\_\_\_

Name(s) of contact(s) \_\_\_\_\_

Information obtained through contact:

Coding:

Priority \_\_\_\_\_

Theme \_\_\_\_\_

**Appendix D  
Minutes of Family Meetings Form**

**Minutes of Basic School Family Meetings**

**Family** \_\_\_\_\_ **Date** \_\_\_\_\_

**Attending:** \_\_\_\_\_

**Some suggested items for agenda:**

Plans for school-wide activities      Discussion of extra responsibilities      Other: \_\_\_\_\_  
 Plans for family-wide activities      Report from family reps. meetings      \_\_\_\_\_

**Minutes:**

Topic/Issue:	Action:	Person Responsible:

**Appendix E**  
**Extra Responsibilities List by Family Priority**  
**1997-98**

**Family #1 – School as Community Priority**

- Partnership Committee
- Adopt-a-School Coordinator
- Home School Communications Network Coordinator
- PTA Faculty Representatives
- Photographer
- Volunteer Appreciation Reception Committee
- Lobby Showcase Coordinator
- Variety Show Coordinator

**Family #2 – Coherent Curriculum Priority**

- Subject Area Representatives (Social Studies, Science, Language Arts, etc.)
- Technology Committee
- Reading Month Coordinator
- Odyssey of the Mind Coordinator
- Field Day Coordinator
- Young Authors Coordinator

**Family #3 – Climate for Learning Priority**

- Black History Month Coordinator
- Fine Arts Month Coordinator
- Safety Committee
- CPR-Trained Representatives
- Social Committee
- Secret Pals Coordinator
- Bass Busters Sponsor
- Safety Patrol Sponsors

**Family #4 – Commitment to Character Priority**

- Guidance Advisory Committee
- Earth Day Coordinator
- Christmas Store Coordinator
- SCA Sponsors
- Crisis Team Coordinators
- United Way Representative

**Appendix F**  
**Interview Schedules**

<b>Teacher Pseudonym</b>	<b>Date of Interview</b>	<b>Location</b>
Abby Franklin	June 11, 1998	Kipps Office
Lisa Goodwin	June 4, 1998	Kipps Office
Marilyn Kline	June 5, 1998	Kipps Office
Betsy Martin	June 11, 1998	Kipps Office
Tom Roberts	June 10, 1998	Coffee Shop
Bonnie Stewart	June 10, 1998	Coffee Shop
Meredith Walters	June 9, 1998	Kipps Office
Kathy Wilson	June 5, 1998	Kipps Office



**Appendix G**  
**First Day Celebration Information for Teachers**

# **First Day Celebration!!**

**Wear your new Kipps t-shirt on the first day of school!**

## **Part A**

**8:45-9:15** Any parent who accompanied their child to school is invited to a reception in the courtyard (Parents only, no school-age children).

## **Part B**

**2:15** Parents, grandparents, and volunteers come to the classroom for the afternoon activity.

**2:30-2:40** In your classroom, work on your balloon project (see other side of this sheet).

## **Part C**

**2:40-2:50** The entire school (staff, parents, children, and volunteers) gather around the flag pole to celebrate! We will sing our school song and do other fun activities!

**2:50-3:30** Get everyone packed up and on the correct bus to go home!

# Balloon Project

## What you get:

1 bulletin board paper hot air balloon

## What to do:

- Have your students write their goals for the school year (ex.: what I want to learn in 3<sup>rd</sup> grade)
- You might want to brainstorm ideas with your kids before 2:15 when parents and volunteers will be coming to help assemble your balloon.
- Actual project time 2:30-2:40
- You may want to paper punch balloons for each child to write a goal on.
- You may not have children who can write, but they can draw a picture and a parent or volunteer could transcribe.
- At the end of the day, someone will pick up your balloon to hang in the lobby.

At 2:40, bring your kids out to the flag pole for the end of the day celebration.

**Appendix H  
Parents as Partners Grant Proposal**

**Montgomery County Public Schools  
Elementary At-risk Project  
Grant Proposal**

*Parents as Partners*

Funding Request  
\$10,000

**Submitted  
on behalf of Kipps Elementary School**

**by**

-----  
**Principal**

-----  
**Guidance Counselor**

-----  
**Administrative Intern**

**KES Faculty**

**October 6, 1997**

## Abstract

### Parents as Partners

Poor school attendance, low standardized test scores, and limited parental involvement are characteristics descriptive of the substantial population of at-risk students at Kipps Elementary School. Despite the dedicated efforts of a caring staff to meet the needs of these students, the concerns persist. A tremendous frustration in dealing with these needs is the external perception that Kipps serves few at-risk students since the school is located within a prosperous university community. Schools within Montgomery County that have fewer students qualifying for free and reduced lunch receive services not available at Kipps because eligibility for these services is based on percentages rather than actual numbers of students in need. This project will address the needs of our sizeable at-risk student population by building enduring relationships with families and establishing a system of mutual support for academic progress and consistent school attendance. We will seek to increase overall attendance and engagement of the at-risk student population by identifying students who have a pattern of absenteeism and arranging early parent contacts to discuss obstacles to regular attendance, methods to surmount those obstacles and a collaborative plan of improvement. We will develop a mechanism to stay abreast of attendance problems and an early response system to avert ongoing obstacles to regular presence at school. In addition, we will develop and implement strategies that will increase the involvement of the at-risk parent population at Kipps Elementary and work to improve service delivery to targeted families through open communication and collaborative community efforts.

To accomplish these goals, we will prepare school faculty through inservice training and site visits to schools with successful programs for involving the families of at-risk children. These experiences will prepare teachers to participate and to support the efforts of a part-time home-school coordinator who will facilitate connections between the families of students identified as at-risk and the Kipps school community. Using the framework of Boyer's *Basic School* as a starting point, a faculty team will work along with the home-school coordinator to identify and address barriers to parent involvement, provide relevant parent programs, establish a parent resource center and provide transportation and child care that will enable parent participation in school-related activities.

It is anticipated that these efforts will significantly increase regular school attendance of identified at-risk pupils as well as involvement of their parents in the schooling process. Parent participation and elementary school attendance have been shown to be significant factors in decreasing dropout rates and increasing academic success over time. This pilot project will include efforts to sustain these initiatives and to seek external funding sources to maintain the program after the initial funds are no longer available.

### **Purpose of the Grant**

The purpose of this project will be to address the needs of the at-risk student population at Kipps Elementary School by building enduring relationships with their families and establishing a system of mutual support for academic progress and consistent school attendance early in their school careers.

### **Statement of Need**

Kipps Elementary School opened in 1994 to serve the needs of a diverse group of students. Some of the students attending Kipps come from one of the most affluent areas of our county, while many others live in an extremely low socioeconomic area. During these three years, our school has struggled with meeting the needs of this wide range of students with continuing frustration that more attention is drawn to the demands of our more prosperous students while our at-risk population continues to suffer despite the ongoing efforts of school staff.

A total of 150 students at Kipps Elementary fit the criteria of *at-risk* as defined by the qualifications for free and reduced lunch. Translating this number into a percentage (31%) is quite deceiving. Schools with a much smaller student population and far fewer at-risk students overall are often seen as having greater need when numbers are translated into percentages. Our **percentage** does not presently entitle Kipps to Title I funding in spite of a large **number** of students (150) needing additional academic and social support.

In addition, Kipps has consistently ranked in the lower quartile in average daily attendance when compared to other elementary schools in Montgomery County. Examination of students with chronic attendance problems reveals that most are from a specific lower socioeconomic area of the Kipps attendance zone. It is important to note that poor attendance is often a symptom of underlying issues. Attendance problems can be indicative of chronic health issues, disorganized family life, family stress, bus problems and misunderstandings between home and school. The *target community* for this project can be characterized by many additional indicators of “risk” including a high number of single parent families, employment difficulties, financial hardships, substance abuse issues, and incidents of child neglect and abuse. Teachers more often report concerns regarding the performance and well being of this group of students than any other population in our school. A large majority of the students who qualify for free and reduced lunch at KES live within this same community set apart from the mainstream of Blacksburg. Indeed, the school social worker for MCPS identifies this area to be one of the neediest in all of Montgomery County.

Parental support has been documented as one important indicator of school success for children (Henderson and Berla, 1994). Parents of lower socioeconomic status are typically less likely than middle class parents to participate directly in the schooling of their children (Davies, 1988). This lack of involvement contributes to the risk factors that can inhibit children’s learning and progress. This is true at Kipps Elementary where a university community often clamoring for greater academic rigor meets a less fortunate population whose chief concerns lean more toward meeting basic daily needs. Efforts to address these needs have included community mentors, home visitations, classroom incentives and many opportunities for parents to come to the school. Unfortunately, very few parents from this population have become involved in the school in any substantial or sustainable way. Though we have tried many stop-gap measures (“band-aid fixes”),

we must recognize that systemic problems require systemic solutions. A systemic approach to these issues became more plausible as our school began to implement strategies based on Ernest Boyer's Basic School research. Ernest Boyer and the Carnegie Foundation for the Advancement of Teaching report on the essential elements of an effective elementary education in *The Basic School - A Community for Learning* (1995). Boyer's work asserts that effective schools must address four major priorities as the bases of their educational program. Those priorities include the school as community, a coherent curriculum, a climate for learning, and a commitment to character. The needs of at-risk students must be addressed with particular attention to these four domains. *The Basic School* cites examples of programs from across the country that exemplify actions which effectively address the needs of at-risk students. **The importance of building connections between families and schools is paramount among them.** Such connections are essential to the sense of community and the kind of climate that promote relevant learning and build better human beings who are prepared to face the world's many demands as productive and compassionate citizens.

This grant will become a part of a comprehensive school-wide plan that will make use of the Basic School framework as a foundation for meeting the needs of at-risk students by focusing on the tenet that Boyer calls "Parents as Partners."

### **Goals and Objectives**

1. *To increase overall school attendance and engagement of the at-risk student population at Kipps Elementary School, we will:*
  - identify students who have a pattern of attendance problems.
  - arrange parent contacts to discuss (a) obstacles to regular attendance, (b) methods to eliminate those obstacles and (c) a collaborative plan of improvement.
  - develop a mechanism to stay abreast of attendance problems and an early response system to prevent/eliminate ongoing obstacles to regular school attendance.
2. *To increase involvement of the at-risk parent population at Kipps Elementary, we will:*
  - build relationships that permit open communication between families and school personnel.
  - determine and address obstacles to school involvement by parents in the target population.
  - provide programs and resources of interest to the parents of at-risk children at our school based on direct input from the target population.
  - establish consistent school-home contact through regular phone calls, home visits and notes of encouragement.
3. *To improve service delivery to targeted families through open communication and collaborative community efforts, we will:*
  - develop a network of community, business and university resources ready to assist in addressing the needs of the at-risk community at Kipps.
  - more effectively address individual needs of at-risk students and their families as they arise through early attention and connections with appropriate resources and support.
4. *To prepare school faculty to assist and support Goals 1-3, we will:*
  - provide effective and relevant in-service training to all school faculty regarding barriers to parental involvement and mechanisms to overcome those barriers.

- gather and share information regarding research and programs that have been successful in involving parents that do not typically connect with schools.
- provide opportunities for representative teachers to visit schools where successful strategies for involving parents have been employed.

### Activities and Procedures

**During the 1997-1998 school year, we will:**

- 1. Establish a committee that will include the guidance counselor, the school social worker, the school principal and interested teachers to oversee this project. (September, 1997)**

It is the belief of this group that a focus on outreach to the neighborhood where most of the at-risk students who attend Kipps are now living will maximize the potential for success and reach the largest number of students and families in need.

- 2. Employ a part-time home-school coordinator (HSC) to assist the steering committee in achieving the goals and objectives as listed above. (November, 1997 - June, 1998)**

The HSC's primary function is to facilitate connections between the families of students identified as at-risk and the Kipps school community. Focusing on kindergarten through the third grade, this person's responsibilities will include keeping abreast of excessive absenteeism and other indicators of risk so that they may be addressed in an efficient and consistent manner. The HSC will aid teachers in parent contacts, arrange home visits, provide parenting programs, oversee the establishment and operation of a parent resource room and act as a confidante and liaison for the parents of at-risk students at Kipps Elementary. The HSC will seek input from at-risk families regarding programs of interest and relevance to them and will arrange transportation and child care for parent programs offered at Kipps Elementary. The HSC will work with the teachers, the guidance counselor and the school principal to bring needed services to children and their families as they arise. By connecting parents to the outside support necessary for the healthy families the HSC will provide an additional service toward making school success a possibility. Qualifications for this position will include: a BA or MA degree in social work, counseling or a related field, the ability to communicate well with parents of at-risk children and school professionals, and the ability to work flexible hours to accommodate schedules of working families.

- 3. Use input gathered through early parent contacts to establish a parent resource room, plan parenting programs of interest to this group, address issues related to transportation as they arise, and arrange for volunteer child care at all school events that involve parents (November, 1997 - June, 1998).**
- 4. Provide inservice training and opportunity for teacher learning regarding how to "involve the uninvolved parent" (January - February, 1998).**
- 5. Seek sources of additional funding to sustain this program after the pilot year.**

### Evaluation

A formal evaluation of the program's effectiveness and outcomes will be conducted in May of 1998 and will result in a report to include effects on school attendance of at-risk pupils, parental attendance at school functions and anecdotal evidence from teachers, staff and

participating families as direct evidence of each of the above goals and objectives.

### **Budget**

- 10 hour per week position - Home School Coordinator - \$6000 - 30 weeks @ one fourth of teacher salary.
- Transportation Fund - \$1500 to include the following on an “as needed” basis:
  - Transportation to PTA meetings, evening parent programs, and daytime volunteer opportunities
  - Transportation of children and families to home after extended day activities
- Furnishing/outfitting parent resource room - books, pamphlets, brochures, refreshments, supplies - \$1000
- Travel funds for visits to sites with documented success in involving parents of at-risk children in the education of their children (particularly other schools using the Basic School framework.)- car rental, meals, lodging, substitute teachers - \$1500

### **References**

Boyer, E. (1995). *The Basic School: A Community for Learning*. Princeton, N.J.: Carnegie Foundation.

Davies, D. (1988). Poor families and schools: an exploratory study of the perspectives of low-income parents and teachers in Boston, Liverpool, and Portugal. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Henderson & Berla, eds. (1994). *A New Generation of Evidence: The Family is Critical to Student Achievement*. National Committee for Citizens in Education.

White-Clark, R. & Decker, L.E. (1996). *The “Hard to Reach” Parent: Old Challenges, New Insights*. National Community Education Association.

### **The following statements are provided in support of this proposal:**

\_\_\_\_\_, *MCPS School Social Worker*: As the school system's social worker I have the opportunity to work with many at-risk families referred to me. Kipps has shown a genuine interest in making the lives of their at-risk children and families better. They see the school as the critical link to helping families by offering programs and services beyond the traditional school programs. In the Kipps zone there are several high risk neighborhoods particularly in the [target neighborhoods]. I have had numerous referrals over the years to assist families in that area. These areas are high risk due to poverty, child neglect, substance abuse, and neighborhood problems, among others. I support any efforts by Kipps Elementary and the school system to find creative and innovative ways to connect with low income families and help them see the school as a friendly and supportive resource to them.

\_\_\_\_\_, *Senior Social Worker, Montgomery County Department of Social Services*: There are certain areas in our county where families in need tend to cluster. One such area of very high risk is the [target neighborhoods] in the Kipps Elementary attendance zone. Multiple social problems often appear in these neighborhoods, ranging from neglected children to sewage disposal problems. The grant proposal being submitted by the staff at Kipps is absolutely wonderful. Such emphasis on involving the parents in these at-risk areas will hopefully begin to



curb the cycle of need that occurs over and over in this community.

\_\_\_\_\_, ***Kipps PTA President:*** As president of the PTA at Kipps Elementary, I am very pleased to write this letter of support for the grant being submitted by the school staff. Having been very involved and on-site at Kipps over the past three years, I see a tremendous need to come up with new ways to engage the parents of our at-risk students. Just as the staff has been frustrated with finding ways to involve these parents, so too has the PTA struggled with finding ways to engage the parents of at-risk students in our functions. Providing transportation for the parents to PTA meetings and other functions at the school is sure to create a positive working relationship between the school and these families. The PTA will certainly collaborate in any way possible to ensure the success of this project.

\_\_\_\_\_, ***VA Tech, Department of Educational Leadership and Policy Studies:*** This grant proposal is an excellent example of how Ernest Boyer's Basic School research can be implemented to meet the needs of at-risk students. Particularly important is the focus on "parents as partners" which should significantly enhance the school's relationship with its at-risk community. If funded, this project could serve as a model for other schools to improve measurably their relationships with at-risk students and their parents.

**Appendix I**  
**Academic Fair Flyer**

# Kipps School Fair

Thursday, March 19, 1998

6:30-8:00 p.m.

Please come to see a celebration  
of our students' academic  
achievement!!

**Appendix J**  
**History Month Activities**

# History Month!

Teachers, mark you calendars – February is History  
Month at Kipps Elementary!

The Climate for Learning Family (Yellow) is coordinating the festivities this year for a celebration of history during the month of February. Our suggested focus is on historical figures, with special emphasis placed on the study of minorities, women, persons with disabilities, and children. We would like to see as many activities and studies tied in to the SOL's as possible (for example, third grade "explorers" might include Black Americans, Native Americans, or women; the literature studied in class could be something written by an author with a disability).

Our plans are to use the showcases in the front hall, as well as the wall space itself in the front of the building, to highlight Black History. We will fill one showcase with books written by black authors; the other one we're still thinking about. (Please give us any of your excellent comments, suggestions, or donations will be accepted!) Then, throughout the building in the hallways, we would like for you to display children's work which highlights the historical figures that you're studying. This does not have to be JUST what you study during February, which means that you should begin now to save samples of student work pertaining to these famous people so that most of your work is already done by the time you would need to be displaying it!

We will discuss this at more length and detail at the next faculty meeting (in January), and would very much appreciate your feedback. Thank you in advance for your enthusiastic support of our family's project this year!

**Appendix K**  
**School Pledge Draft**

**Kipps School Pledge**  
**(Draft)**

As a Kipps Elementary School student,

I am honest; I am trusted by my school family.

I am respectful; I understand that all people are different and I honor them.

I am responsible; I can do all tasks that are assigned to me.

I am compassionate; I care about others.

I am self-disciplined; I use my time wisely.

I persevere; I try my hardest at everything I do.

I am giving; I share my talents with others.

**Appendix L**  
**Earth Week Activities**

# EARTH WEEK ACTIVITIES

## Attention All Teachers!

The Green Family would like for all of you to participate in two activities this year for Earth Week!

1. Door Decorating Contest – Due: 4/21. Please use only recycled products. Every class/teacher that participates will receive an award.
2. Recycle City – Due: 4/22. Make a part of a city (e.g., building, house, car, person, etc.) out of recycled products with your class.

We know this is a busy time of the year for all of you and we would like to thank you for participating!

**Appendix M**  
**Information about Character Challenge**

*October 9, 1997*

*To Classroom teachers*

*Fr Ann*

*This is to invite you to participate in the second annual Kipps -- Va Tech Holiday Character Challenge. In other words, if you liked what we did last year, we have an opportunity to do it again this year. Beginning as soon as you want, you could give students tickets for such things as completing work, showing cooperation, showing good work habits, being courteous and considerate of others, in short good character traits. As students receive tickets, they put their names on the back of the tickets and put them in a class box. About the second week of December, each class will draw two tickets and the lucky kids who are picked will attend a party at Fun Challenge, where the VT football players will show them a good time, to include pizza for dinner and also Laser Tag.*

*The party is set for December eleventh from 5.30 - 8.30 p.m.*

*Now, if I can just remember where I put those left-over tickets, I will put them in the workroom in the office, and you can get as many as you want. As with any random-reward program, the more tickets you see people getting, the more you strive to get some yourself. I say, don't be afraid to give too many.*

*Please feel free to tell me any concerns you may have, or to tell me if you do not want to participate.*

*Have I told you lately how much you have helped me to feel better? Thanks.*

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## VITA

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Employment

1977 - Present          Montgomery County Public Schools          Blacksburg,  
Virginia 24060

Seven years as English and journalism teacher  
Two years as curriculum coordinator  
Thirteen years as elementary school principal

Education

Virginia Tech          Blacksburg, Virginia

B. A., English with Education Option, 1977  
M. A., Curriculum and Instruction, 1980  
C.A.G.S., Educational Leadership and Policy Studies, 1998

Certifications

English  
Journalism  
Public Speaking  
Principal (Elementary and Secondary)