Parental Perceptions of School: An Analysis of Contacts & Non-Contacts with Parents of Sixth Graders at L.C. Curry Elementary School

Johnny Douglas
Western Kentucky University

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Douglas,

Johnny W.

1988
PARENTAL PERCEPTIONS OF SCHOOL:
AN ANALYSIS OF CONTACTS AND NON-CONTACTS WITH
PARENTS OF SIXTH GRADERS AT L. C. CURRY ELEMENTARY SCHOOL

A Specialist Project
Presented to
the Faculty of the Department of Educational Leadership
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

by
Johnny W. Douglas

December, 1988
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PARENTAL PERCEPTIONS OF SCHOOL:
AN ANALYSIS OF CONTACTS AND NON-CONTACTS WITH
PARENTS OF SIXTH GRADERS AT L. C. CURRY ELEMENTARY SCHOOL

Recommended 12-16-88
(Date)

Director of Specialist Project

Approved Dec. 16, 1988
(Date)

Dean of the Graduate College
ACKNOWLEDGEMENTS

The writer wishes to acknowledge with sincere appreciation the assistance and encouragement given him in the preparation of this project. Special thanks go to the following in the Bowling Green Independent School System on behalf of the writer's efforts: the entire faculty, administration, and staff at L. C. Curry Elementary School; colleagues Patricia Cooke, Margaret "Jody" Ford, Brenda Adams, and Judy White; Joel C. Brown, Superintendent; Sarah Laws and Ernest Garner, Supervisors of Instruction; and Joe Tinius, Principal, T. C. Cherry Elementary School, and former colleague.

Thanks are also extended to the writer's Specialist Project Committee at Western Kentucky University, who provided scholarly assistance and encouragement in his pursuit of the Specialist's Degree in Education; Dr. Michael Richardson, chairperson; Dr. Robert Schrader; and, Dr. Dwight Cline.

In addition, the writer wishes to thank two aunts, Pauline Hayes and Emily Moulder, and close friends, Laura Bundy, Mildred Wolfe, Lucille Day, and their families, for the love and patience they have shown over the past years, and especially the past six months.

The writer wishes to also thank the active and associate members of his fraternity, Lambda Chi Alpha. Their support and fellowship over the past year has been very
instrumental in the realization of this project.

Finally, the writer wishes to acknowledge the students and parents of his sixth grade homeroom class—for without them this project would not have been attempted.
DEDICATION

This project is lovingly dedicated to the memory of my parents, who were always urging me to never reach for only one star.

John Douglas
1924-1978

Bernice King Douglas
1927-1982
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Experimental and control groups were randomly selected in Johnny Douglas' sixth grade homeroom class to determine if contacts made to an experimental group of parents produced different perceptions of school as opposed to a control group of parents who received little or no contacts from the school. The experimental group of students' parents received a minimum of seven contacts from the school during the twenty day period of the study, while the control group received a minimum of three contacts in the same period.

A questionnaire sent to the parents at the conclusion of the experiment yielded three statements of fact. The control group responded that (1) reports from school on children's progress were inadequate, and (2) more reports were needed, and (3) their children were eager to go to school each day. The two groups were in agreement that they were being kept informed about educational practices, satisfied with their personal involvement in the schools, satisfied that the school was doing a good job of teaching.
the basic skills, and in strong agreement that their children were receiving the right amount of encouragement by reports from home.
Chapter I

INTRODUCTION

"Why didn't you let me know?"

"If I had only known, I could have done something to help."

"I never hear anything from the school."

"I don't want my child going to that school."

Often heard comments from parents today are the above which tend to demonstrate there is a problem with the communication process at school—comments that are evidence that there was a problem with their child that they were not made aware of.

The types of comments, especially the last one, can be very damaging to a total school program. If one thing is wrong, then the attitude can carry over to the entire school, its faculty, staff, administration, and programs of study and curriculum.

These comments could also come from parents who have a low self-esteem regarding themselves. Parents who are without work, receive food stamps and other assistance for low-income homes, tend to be on the defensive, or maybe the offensive, regarding the school and its programs. Many times comments are made as a result of their child not progressing at the rate they desire, or in reaction to a new program with which they are not familiar. Many can not properly clothe, house, or feed their children so they take a stand
on which they feel they have some knowledge— the education of their children.

When everyone that surrounds the poor are of the same socio-economic class, then there is a friendly attitude among them. But when affluent people are placed in the same group, the poor can become alienated and sometimes hostile toward the affluent. The groups that the poor look to for help are the schools, which, in their views, are the key for providing a means to advance academically in order that they may move upward into a better socio-economic group (Cook and Doll, 1973).

If the schools were to take an in-depth study of the negative comments about the school, they might find a lack of notification or information about programs or progress could be the central reason for the attitudes of these parents.

The purpose of this study is to determine what effect, if any, contacts made by the teacher had on the perceptions of school to an experimental group of parents versus little or no contacts to a control group of parents. Both groups of parents had children enrolled in Johnny Douglas' sixth grade homeroom class at L. C. Curry Elementary School. If those perceptions were positive, the teacher can ascertain that contacts made continuously to the home can improve school and home relationships and further help build the interest level of the parents towards school. If the parents'
attitude toward school is positive, then that will also have a direct influence on the perception of school by the students.

In order to conduct this study, a period of twenty school days, beginning with the first day of school for the students, was selected for the time frame. An advantage to starting the experiment with the first day is that the students can not ascertain why certain students are getting notes to take home and others are not.

This study involved an active experiment and attempted to determine the effects of contacts made by the school to parents with a low socio-economic background as related to little or no contacts by the school. Over a period of the first twenty instructional days of the 1988-1989 school year, the experimental group was given notes of various forms to take home to parents (see Appendixes A-J). At the end of the experimental period, a survey was sent home to every parent (see Appendixes M and N). This survey consisted of seven questions with five choices for concerns. The survey was kept to the shortest and simplest form possible. The survey was read and discussed with the class, so that if the parents could not read or understand the questions, then the students could help the parents with the completion of the instrument.

The study is limited in that only twenty subjects were being used. A larger population would have been more...
beneficial so that a more representative sampling could have occurred.

The limitations could have been removed had every student in the school been participating, or if all sixth-grade students in the Bowling Green Independent School System had been included. But, individual teachers in the different schools that would have been participating in the experiment would have let their personal attitudes toward students guide them in the communications that were being sent to each home, and some in-service education to the study would have had to be conducted in order that all teachers would be performing the same tasks. Due to time constraints at the beginning of the school year, with many teachers busy with their own work at that time, that task, in-service education, would not have been feasible.

The data was collected by the use of a survey sent to each home at the end of the experiment period.
Chapter II

REVIEW OF RESEARCH AND RELATED LITERATURE

There existed a very limited amount of information on the topic of low-income parents' perceptions of schools. The articles used in this study were mostly those the author had collected over the previous seven years.

Several studies have been compiled regarding the ranking of problems in the schools of this country. Pittman and Cloud (1980) conducted a study of high school students to correspond with a Gallup Poll of parents. Students selected "pupils just don't care" as the number one problem in their schools. This contrasted with the Gallup Poll results with a listing as the number nine problem. On the contrary, the Gallup Poll listed "lack of discipline" as first on a list of problems, while students listed this as number eleven in their poll. The second largest problem in the schools was listed by both groups--use of drugs. Students also listed as a high interest area the lack of teacher and parental personal commitment. The students were admitting in their survey that they knew there were problems, but a more personal involvement by all those involved would help to remedy many of the dire situations facing education today.

In 1982, USA Today (Klein and Goodland) published a report that most parents would give a grade ranging from
B-minus to B-plus to the public schools. It appeared in the article the authors made the statement that the high marks given to public schools were from those who had children enrolled in the public schools and the low marks from those who did not have children attending school. The low marks were possibly a result of their perceptions when they were enrolled in school in the past and related to negative experiences.

Schools will come under criticism when hardships, either social or economical, are forcing individuals to take a stand. Klein and Goodland further state that these parents who were not involved in their child's education, would like to be involved.

"Quality in a school is most likely to come about when the staff works with parents and students to solve their particular problems (Klein and Goodland, 1982, p. 10)."

The ranking of major concerns by school officials had a negative correlation with those of the general public (Duea, 1982). The top three problems cited by school officials were inflation and financial support, declining enrollment, and governmental interference. As a contrast, the public's perception of school problems were, as noted earlier, lack of discipline, students' use of drugs, and poor curriculum and low standards. Parents' lack of interest was rated sixth by school officials and seventh by the public. Communication
and public relations received a ranking of fifth by the school personnel with a ranking of fifteenth by the public.

On positive influences regarding school quality, faculty interest in students and good parent-teacher relations were ranked third and fourth respectively by the public. On the contrasting side these two influences were ranked first and second, respectively, by school officials.

Both groups demonstrated a concern in regard to what is "good" about the nation's schools. School officials can take heed from the public's concern for the schools, and a thrust for improving mutual understanding between them and the public provide a basis on which to improve the United States' public schools (Duea, 1982).

"Parents' and teachers' perceptions of each other as uncaring about children and as devaluing the educational process, lead to distance and the need to blame one another (Brantlinger, 1985, p. 83)."

Yamashita (1980) is a further elaboration states:

"The growing idea is to take a more aggressive posture in communicating our schools' successes to our constituents, the parents and the public. That's what we are about: Promoting high quality education-in every way (p. 50)."

The three main reasons that low income people refer to the educational system as inadequate are alienation, perceptions of powerlessness, and a sense of loss of
control. Accordingly, students who come from a low socio-economic background dislike school and authority figures and receive rewards for misconduct from their peers. The general attitude toward authority, namely their teachers, could be later changed into a political trend or orientation of alienation, and therefore into alienated and hostile citizens (Brantlinger, 1985).

The low income parents want their children to have a better education than they received. They viewed the educational system as a way of bettering themselves into a higher socio-economic status. This positive force toward a better education was a means for a base that schools could utilize to make the schools better for all (Brantlinger, 1985).

During conferences, many low socio-economic status parents expected all, or a majority, of a teacher's comments to be negative. Those parents who felt that they had had a successful conference with their child's teacher were the parents of students whom they described as successful in school (Brantlinger, 1985).

A 1988 Gallup Poll of the public's attitudes toward the public schools rendered the use of drugs, lack of discipline, and a lack of financial support as the top three problems. These three areas represented sixty-three percent of the respondents concerns. Communication problems were tied at position seventeen with one percent of the
respondents mentioning that in the Gallup survey. That in itself was not significant, but taking into account the other problems noted, lack of discipline and interest on the part of students, teachers, and parents, lack of respect for teachers, problems with administrators and parents' involvement in school, constitute problems mentioned by thirty-eight percent of the respondents. The problems mentioned can all be attributed to a lack of communication between the school and the home (Gallup & Elam, 1988).

In order for effective schools to become a reality, many things have to be taken into consideration. Over the past thirty years, a scientific and technological revolution has occurred in this nation. The federal government and state boards of education have centered most of their attention to the setting of standards of achievement for teachers, administrators, and students. A very crucial element has often been eliminated--that of parental involvement in the schools. Teachers and administrators were not chosen for their ability to relate to colleagues, parents, and other staff members. Parents can be utilized as the schools' biggest allies in the quest for promotion of school activities and students. Schools in a low income setting were in an even greater danger of having mistrust being developed between the home and the school. Thirty years of struggles for rights for the poor and minorities have increased the distance between the schools and parents.
When this distrust was heard repeatedly at home, it could intentionally, or not, promote harmful performance by the student at school (Coomer, 1986).

The best way to improve communication between the home and the school was to seek the parents' participation in school activities. Research had been very positive that parents can make a critical difference in the education of the child. When the parents were involved in the education of their children, everyone became the beneficiary. Achievement at school was enhanced, language skills, test performance, and school behavior improved, and good community relations were developed where negativism once was the rule. Minority and low income families' children benefit the most when the parents were involved directly in their child's education. A formal education was not required of the parents for this to occur (Henderson, 1988).
Chapter III

REPORT OF THE DATA

On August 17, 1988, a study was begun with experimental and control groups to determine the effect that contacts made by the school to the home had on parental attitudes toward the school. An opening day letter (see Appendix A) was sent to each home by the researcher. This letter expressed a high level of optimism and a desire to work closely with the home on any matters the parties involved felt were beneficial.

The two groups were chosen by alphabetizing the entire homeroom class roll and assigning a numerical order to the students. The even numbered students were labeled the experimental group and the odd numbered students became the control group.

In order to determine that the students from the sixth grade in question were from homes that could be classified as low-income, the information sheets for the free and reduced lunch program were analyzed and recorded (see Appendix 0). The average annual household income of the experimental group was $9,257+, and the control group reported $8,257+ as the average household income.

The experimental group's average income included one family who earned $30,000, and one family who did not desire to complete the form, in order that they would be paying
full price for their child's meals. From the tables on the information sheet regarding total members in a household, that household's family would be making in excess of $17,927. The incomes ranged from a low of $2,160, to a high of the previously reported $30,000. Seven families' income was reported as being under $10,000.

The control group had one instance of income being above the limits, as was also reported for the experimental group. This income was also $17,927+, according to the tables of the information sheet. The incomes ranged from $2,616 to $17,927+, with six of those incomes under $10,000.

From August 18, 1988, to September 14, 1988, different forms of communication were sent to the home from the school (see Appendixes B-J) regarding a pupil's progress, or lack of, on the noted day. Personal contacts (see Appendix K) and phone calls from the school (see Appendix L) were recorded also as contacts other than the above mentioned notes (see Tables 1 and 2).

Following the completion of the experimental period, a survey was sent home to evaluate the parents' attitudes toward the school and the school setting. A return of one hundred percent of the surveys to the school was achieved by the teacher's insistence of their return.

Of the seven questions on the survey only three questions reported any significant differences in the responses. On question number one, regarding adequate
### Table 1

**Communication with Parents**

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Note: Letters in Table correspond to Appendix Letters
Table 2
Communication with Parents

Control Group

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Note: Letters in Table correspond to Appendix Letters
communication on the child's progress at school, sixty percent of the experimental group stated that they agreed with that statement (see Table 3). Of the control group, forty percent of the families stated that they strongly agreed with the amount of communication with the school, and forty percent simply agreed with the statement (see Table 4). Thus, eighty percent of the control group agreed with the statement as opposed to forty percent agreement by the experimental group. An analysis of this question's responses is hard to determine, since, by all aspects of the communication, the experimental group should have had a higher percentage of agreement with the process. One possible hypothesis was that, once the experimental group started receiving the notes at home, they anticipated receiving the communications every day.

Another question on the survey that reported an even higher difference was the one stating: "My child looks forward to going to school each day." Fifty percent of the experimental group of parents responded that they agreed with that statement, while ninety percent of the control group of parents supported the statement. The analysis of this data was that the experimental group's children knew that if anything wrong was occurring at school, then the parents were more apt to find out about these occurrences. Only one homework notice (see Appendix J) was sent home to a parent, and this was the only negative form of communication
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Table 4

Parental Responses To Questionnaire (Appendix N)

Control Group

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<table>
<thead>
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<th>5. Eagerness To Attend Reports</th>
<th>6. Need More Reports</th>
<th>7. Encouragement From School</th>
</tr>
</thead>
<tbody>
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<td>A. 40%</td>
<td>A. 0%</td>
<td>A. 10%</td>
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<tr>
<td>B. 50%</td>
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<td>C. 10%</td>
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with any parent of the experimental group during the twenty
day period.

The control group of parents were sent four notes that
were negative in nature (see Appendixes D, I, and J). The
control group's children probably felt less apprehension
about going to school, because, if anything was going to be
wrong, their parents were less apt to hear about it.

The statement regarding the requests for more reports
regarding a child's activities at school reported a
noticeable difference also. Eighty percent of the parents in
the control group felt more reports were needed. Fifty
percent of the parents in the experimental group stated that
they agreed or strongly agreed that more reports were needed
from the school. In addition, thirty percent of the
experimental group had no opinion on the statement, while
only ten percent of the control group of parents had no
preference, neither negative nor positive.

This question was the only one that produced a true
conclusion. The control group was stating that they needed
more reports, because they were receiving very little
communication from the school.

Both the experimental and control groups were
virtually in agreement on the other questions on the survey
form. Both groups recorded a seventy percent agreement that
they were being kept informed about the educational
practices that were occurring at the school. On the question
of satisfaction with their own personal involvement in the school's affairs, seventy percent of the experimental group and sixty percent of the control group approved of their participation.

Regarding whether the school was doing a good job of teaching the basic skills, eighty percent of the experimental group agreed with the statement and one hundred percent of the control group responded in the affirmative. It should be noted that twenty percent of the experimental group had no opinion on the statement.

In regard to the statement that their child received the right amount of encouragement by reports from school personnel, eighty percent of the experimental group and ninety percent of the control group responded in the affirmative, while ten percent of both groups responded in the negative sense. The responses to this question could be interpreted in two ways. One, the experimental group was very pleased with the notes they had received from school, and felt that the school was doing the right things to help their child. Secondly, the control group, having not experienced the more than normal sending home of notes, felt that the amount of communication they were receiving was normal and that was all that was expected.
Chapter IV

SUMMARY

The experiment proved several items of interest to the researcher. Effective communication between schools and parents demands a great deal of time. Sometimes it was difficult for educators to find good comments to report to parents. It is much easier to sit back and do nothing, as with the control group, rather than to take the time to complete written notes to the parents or guardians of students.

Another item of interest was that it was sometimes hard to deal positively with each child. Some children could be constantly in trouble by deeds of misbehavior or incompletion of work, but there was always at least one good point that could be made to the parents about their child.

The evidence presented was not what was originally hypothesized. It was thought that with the experimental group receiving communication throughout the twenty day period, their perceptions of the school program would be more positive than those of the control group.

But when the responses from questions regarding the need for more reports from the school were tabulated, fifty percent of the experimental group felt that more were needed, and eighty percent of the control group had the same perceptions. Parents want to know what is occurring with
their child's education, as evidenced by the control group's responses. A puzzling contrast of responses by the control group also was recorded. While eighty percent of that group thought that the school's reports to the home were adequate, eighty percent also stated that they felt more reports were necessary.

The recommendations for use of the data analyzed are numerous. There are many jobs that parents can perform within the schools that could help to educate them as well as their children. Conducting the fluoride mouth rinse program could help to educate the parents and children about good dental health. Parent volunteers in the library stamping books and cataloging could open the door for many parents to read new books to their children. Letting students read to parents as an oral reading exercise, not only educates the child to better listening skills, but also the parents as well. Parents listening to children recite their multiplication tables could help the children, and then if there is further work to be done at home, the parent helper could tell the student’s parent where work was sometimes needed. This will in turn have a "snowball" effect and get the other parents involved in the education of their child.

A representative council could be formed to meet bi-weekly with the principal. A representative from each homeroom class and special classes, special education and
Chapter I, would be in a position to hear reports from the school board and faculty meetings and teacher-attended convention and in-service meetings. The council could give input also to show how programs have worked at school and what support is needed to ensure their success.

In regard to written communications from the school to the home, one note should be sent home each week. This could make the parent feel more responsive to the student's needs, and thusly, the schools.

Based on the research and data collected, the realm of future study is almost limitless, and several topics are suggested. An investigation of responses from single and two-parent households could present findings regarding those two groups' perceptions of school. A study of parents who are totally dependent on welfare aid as opposed to those parents who do not receive, or seek, such assistance would undoubtedly produce data that could aid schools in their communication process. Using reading and total battery achievement scores on a standardized test instrument could provide topics for research as to whether the homes of the lower achieving students produce negative or positive comments regarding the schools' programs.

Everyone involved in the education process could not help but benefit from parental involvement in schools. The lines of communication would be opened and everyone would know what was going on at school. When it came time to have
that fall festival or chile supper, parents and schools will work hand in hand to produce significant results. And when that tax proposal was presented to voters on the ballot, the best source of campaigning would be those parents that became involved in their child's education and knew what was best, what was needed, and how to go about getting it done.

A closed door policy to parents shuts them out and produces a negative effect on everyone concerned with education. An open door gives ways to better enhance the education of all children.
Chapter V

BIBLIOGRAPHY


APPENDIXES
Dear Parent,

Welcome to L. C. Curry Elementary School as a parent of a sixth grade student. This is going to be an exciting year for your child and I am anxious, as well as you, for your child to attain as many skills as possible this school year. From time to time I will send progress reports home to you by your child. Please look over these reports carefully and discuss them with your child. If the students know that both the home and the school are working together to help them learn, then they will work with a very positive push.

If you have any questions about any of the programs of study here at school, do not hesitate to call the school and leave a message, and I will contact you at the earliest convenience.

Thank you so very much for the opportunity to work with your child. I look forward to a great working relationship with you.

Professionally yours,

Johnny W. Douglas
Got something to crow about...

Dear
A Note from Teacher . . .

Dear

Teacher
Some News to Cheer About!

Dear

_________________________

Date

_________________________

Signature
Copies
May Not
Film
Well!
Copies
May Not
Film
Well!
L.C. Curry
Newsletter for Parents
August 29, 1988

MENU FOR THE WEEK OF Aug. 29 - Sept. 2:

Monday
Fish on bun
French Fries
Slaw
Milk
Cake

Tuesday
Mini Corn Dogs
Creamed Potatoes
Baked Beans
Milk
Rice Krispies Square

Wednesday
Spaghetti/Meat Sauce
Buttered Corn
Lettuce Salad
French Bread
Apple

Thursday
Pimento Cheese Sandwich
Potato Chips
Milk
Watermelon

Friday
Hamburger On Bun
Lettuce
Tomato
Pickles
Milk
French Fries
Brownies

---------

WELCOME BACK:

Mrs. Deller’s 1st graders are very happy to be back in school. We have been reviewing our sounds, letters, and numbers. We hope to begin reading very soon.

Parents please look at your child’s papers every night. It means a lot to them. They work very hard!

---------

Mrs. Ebyson’s 1st graders are working very hard in their new books and on their worksheets. Parents, please go over the work they bring home every night. Show them you care about the nice work they are doing.

---------

Mrs. Poe’s 3rd grade welcomes Golden, Dershae Bowman, Bobby Forrester and Jarreous Blewitt as new students this year.

HAPPY BIRTHDAY to Jarreous Blewitt, Tina Anthony, and Lakita Covington.

---------

K.O.D.T.

Congratulations to all of the boys and girls who did not get a pink slip between August 17th - August 23rd. They were rewarded with a cartoon treat: “Mr. McGoo”. Remember, we are starting over as of August 24th and we hope to see more KOT buttons! We will have a different “treat” the next time!
WELCOME BACK 4TH GRADERS AND PARENTS!

I'm looking forward to meeting all of you soon at our grade level and P.T.O. meeting.

Welcome new students at L.C. Curry: Desmond Bell, Tracy Riggsbee, and Dennis Dawson.

OFF TO A GREAT START:
The boys and girls in Mrs. Wigginton's 5th grade are off to a great start for this school year. We have had perfect attendance since school opened. We welcome Wendy Miller from Dishman to our school. Also wish Amy Harrison and Gillian Davison "A HAPPY AUGUST BIRTHDAY".

The students are excited about the new Spelling and English textbooks. Please remind them to take good care of theirs. Students in 5th grade will be using them for 6 years.

A MESSAGE FROM AN ASTRONAUT:
As Curry students go through the cafeteria line, they see a crew photograph from Space Shuttle Mission 61-C. The photo is autographed by Astronaut Charles Bolden, Pilot of the Columbia. The Columbia mission was our most recent successful shuttle flight in January 1986. The message says, "To the Students of L.C. Curry School - Best wishes for success in your studies! Do your best! C.F. Bolden 7/15/88."

Mrs. Judy White, Chapter I Math teacher and Teacher in Space Representative, met Astronaut Bolden at Mission Control Center in Houston this summer. His advice is a good message to start the year right!

CHAPTER I READING - Mrs. Smith

Chapter I Reading classes are off to a fine start with seventy-one students participating in the program this year.

Second grade students are working with multi-media materials to improve their skills.

Third through sixth grade students have started reading their first book selection as indicated below:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Velveteen Rabbit</td>
<td>Third Grade</td>
</tr>
<tr>
<td>Tales Of A Fourth Grade Nothing</td>
<td>Fourth Grade</td>
</tr>
<tr>
<td>Charlotte's Web</td>
<td>Fifth Grade</td>
</tr>
<tr>
<td>My Side Of The Mountain</td>
<td>Sixth Grade</td>
</tr>
</tbody>
</table>

Computer lessons and the Hoffman program will begin the week of September 12 after the California Achievement Tests have been given.

Parents, if you'd like to visit our classroom, send a note to Ms. Smith and arrangements will be made for your visit.

THANKS TO THE PARENTS AND STUDENTS FOR HELPING US START THIS SCHOOL YEAR OFF RIGHT!
APPENDIX G

L.C. Curry
Newsletter for Parents

September 2, 1988

MENU FOR THE WEEK OF SEPT. 6 - SEPT. 9:

TUESDAY
Chuck Wagon Steak on Bun
French Fried Potatoes
Lettuce & Tomato
Milk
Banana Pudding

WEDNESDAY
Tuna Fish on Lettuce
Tomato Wedges
Potato Chips
Green Beans
Milk
Watermelon

THURSDAY
Chicken Nuggets
Cream Potatoes
Peas
Rolls
Milk
Cookies

FRIDAY
Sausage Pizza
Lettuce Salad
Buttered Corn
Milk
Brownies

GEARIN' UP FOR FIFTH GRADE! Mrs. Ford

The students in Mrs. Ford's room have been busy learning new rules for the coming school year. Now that we've got our feet on the ground, we're off and running in the right direction.

We're studying a unit on "Transportation" in social studies. From the pioneers day until now we've certainly advanced in our traveling - from feet to jet engines! We really appreciate our bicycles and our parents car after studying transportation of the past.

100% SPELLERS

The 100% spellers for last week were: Ricco Boyd, Zannarra Hampton, Stacy Miller, Arcola Patterson, Barry Phelps, Robert Windham and Crystal Woodward. GOOD JOB!

BIRTHDAYS

The students in Mrs. Ford's room with birthdays last month were:
Zannarra Hampton (10th), Steven Hazel (10th), Tyson Woods and Ricco Boyd (12nd), Ruthie Fields (10th). HAPPY BIRTHDAY EVERYBODY! ! !

THREE CHEERS FOR A GOOD SCHOOL YEAR!

100% SPELLERS: MRS. POE

The 100% spellers in Mrs. Poe's room were: Brandy Alexander, Camille Boards, Daricke Bowman, Bobby Forrester, Alicia Johnson, Crystal Lanosus, DeWayne McDaniel, Bridget McKinney, Bryan Peeler, Stacy Richardson, Derrick Simmons, and Melissa Towe.

We welcome Will Gregory from Simpson Co. to our class.
***MARBLES!***

Mrs. Bryson

Mrs. Bryson's first graders are earning marbles for their good behavior jar. When the jar is full, we will have a "Surprise Party. Keep up the good work! I appreciate those parents who are helping their children with word lists and sounds & letters.

****************************

***LABOR DAY!***

Students & Parents, there will be no school on Monday in observation of Labor Day. Have a nice day and see you on Tuesday.

****************************

***SCHOOL PICTURES***

L.C. Curry school pictures will be taken on Friday, Sept. 23. The pre-school pictures will not be taken on this date but will be taken on re-take day which will be scheduled at a later date.

****************************

***ICE CREAM CONES!*** Mrs. Simpson

We are glad to be back in school. We are working hard. Your child came home with an ice cream cone. If it had smiling faces, it means they did not get their name on the board. Congratulations to those people!

****************************

***BIRTHDAYS***

Happy Birthday to August children (before school started); Brandon Cornwell and Brandi Gann.

****************************

***100% SPELLERS!*** Mrs. Cowles

"CONGRATULATIONS" to the 100% spellers last week: Shavonne Anthony, Desmond Bell, Marcus Bibb, Erica Cherry, Melinda Gillon, Jonathan Havens, Beth Hogue, J.K. Howard, Celeste Hudson, Michael Bischo, Michael Tow, Ruth Vincent, and Chad Wilson! SUPER SPELLERS!!

****************************

***ALPHABET:*** Mrs. Weaver

The kindergartens are happily matching alphabet letters to story characters - for example: H is for "The Little House." Right now we are studying one letter each day and are beginning manuscript writing and letter recognition. We are proud to report that a few students (after review) recognize every letter.

****************************

***NUMBERS!***

12345

We are also counting to twenty when we bounce & catch our playground ball, and are beginning to write numerals.

****************************

***SKIPPING***

Parents, have you skipped lately. We are enthralled with skipping; our wonderful "Skipping" film even shows a fireman and a lady with a baby carriage practicing their skills.
APPENDIX H

L.C. Curry
Newsletter for Parents

September 9, 1988

MENU FOR THE WEEK OF SEP. 11 - 16:

MONDAY
Sloppy Joe on Bun
French Fried Potatoes
Fruit Cup
Cookies
Milk

TUESDAY
Fish Nuggets
Creamed Potatoes
Green Beans
Corn Bread
Cake
Milk

WEDNESDAY
Spaghetti with Meat Sauce
Buttered Corn
Lettuce Salad
Grapes
Balls
Milk

THURSDAY
Grilled Cheese
Green Peas
Jello W/Fruit
Potato Chips
Cookies
Milk

FRIDAY
Chili Dog
French Fried Potatoes
Baked Beans
Brownies
Milk

***************

Visitor Compliments Curry Students: Mrs. White

Last Friday, Mr. Larry Brandstetter from Lexington visited L.C. Curry. He toured the building & observed Mr. Douglas', Mrs. McGown's, Mrs. Simpson's and Ms. Mason's Chapter 1 Math classes working in the Computer Lab, and at lunch.

Mr. Brandstetter and Mrs. White are members of the 1988 Leadership Kentucky Program. He was very complimentary of L.C. Curry School, and noticed the good behavior of Curry students in the lunchroom, classroom and hallways. He was interested to learn about L.C. Curry, and KOI Day.

Curry students are to be commended for their good work and good behavior.

***************

Taking Turns: Mrs. Deller

Mrs. Deller's 1st graders are learning how important it is to "take turns." Our brand new English books have helped us to learn about many times when we need to take turns.

Also, Parents some of your children will be bringing home words to learn. Please help them with these.

HISTORIAN

Happy September Birthday to Vernon Starks - Sept. 30.

***************

TO GRADE LEVEL MEETINGS: Mr. Webb

K-3 will be on September 27 at 6:30.
4-6 will be on September 29 at 6:30.
100% SPELLERS: Mrs. Foe

Congratulations to our 100% Spellers: Brandy Alexander, Camille
Boards, Lakita Covington, James Dennison, Alicia Johnson, Crystal
Lambastus, DeWayne McDaniel, Stacey Richardson, Derrick Simmons, and
Melissa Towe.

BIRTHDAY:

Happy Birthday to Samantha Lindsey on Sept. 15.

***************

AN APPLE A DAY

Tuesday Mrs. Simpson's, Mrs. McGowan's & Miss. Ragland's class
visited the apple orchard. We had a wonderful time picking apples and
drinking cider.

Parents - you should be proud of your "children." They were very
well behaved and followed all of the rules. Mr. Jackson was happy to
have us visit.

***************

CHAPTER 1 READING Mrs. Smith

Chapter 1 Reading students have been helping to clean up aluminum
can litter. Students bring their cans to Room #6 where enormous brown
hefty bags are being filled. Two bags are at near capacity now.

The money collected from the sale of these aluminum cans will help
defray the cost of seventy six notebooks and folders their teacher bought
for their in-class use. Helping to pay for their supplies encourages
them to give their materials proper care.

Please remind your child to bring in some drink cans. THANKS!

***************

HURRAH! HURRAH! PERFECT ATTENDANCE! Mrs. Wigginton

The boys and girls in Mrs. Wigginton's fifth grade class have
had "Perfect Attendance" since school began. Thanks parents for seeing
that your child is present each day.

SHINING SPELLERS

We have a special "Apple Tree" on our bulletin board for "Shining
Spellers." Each time, a student makes 100% on a weekly spelling test
an apple with their name on it, is placed on the tree. Our Shining
Spellers for this week are: Gary Frogge, Ruth Anderson, Wendy Miller,
Amy Harrison, Shannon Beckham, Daniel McGowan, Carol Cottrell, Taurus
Simmons, Andrew Martin, Melissa Odom, Gillian Davison, Kellie Allen,
Stephen Stucy, Regina Simmons, Sharonda Boards, Delvin Colton, and Telley
Dozier. KEEP UP THE GOOD WORK!

SAFETY TEST

Congratulations to Telley Dozier, Shannon Beckham, & Andrew Martin
for having perfect scores on the "Safety Test".

BIRTHDAY

Happy Birthday to Melena Parker (Sept. 3)
DETENTION NOTICE

To the Parent(s) of ________________________________

Your child did not return:

☐ Homework Notice

☐ Homework

He/she must stay from _____ to _____ PM on _____ AM _____ Date

in room ______. Date issued ____________________________

Student's signature _______________________________

Teacher's signature _______________________________

Return notice to teacher the day after notice is issued.

Parent's signature __________________________________
HOMEWORK NOTICE

To the Parent(s) of ____________________________

Subject __________________ Date ________________

Your child did not complete the following homework assignment which was due __________________ Date ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student’s signature ____________________________

Teacher’s signature ____________________________

Please return notice to teacher the day after it is issued.

________________________________________________________________________

Parent(s) signature ____________________________ Date ________________

Comments ____________________________

________________________________________________________________________
APPENDIX K

PERSONAL PARENTAL CONTACT

Name of student:
Date:
Time:
Persons meeting:

Place of meeting:
Reason for meeting:

Discussion:

Conclusion:

Are further meetings necessary?
When?
PARENTAL PHONE LOG

Name of student:
Phone number:
Work or home?
Person called:
Relationship:
Reason for phone call:

Discussion:

Conclusion:

Will further phone calls be necessary?
Dear Parent,

I am presently enrolled in a class at Western Kentucky University and seeking information in regard to communication with the home. If you would please take a few minutes and answer the questions on the attached pages, I would appreciate it very much. Please return this to me tomorrow. Thank you for your help in this matter.

Sincerely,

Mr. Douglas
APPENDIX N

QUESTIONNAIRE REGARDING COMMUNICATION WITH THE HOME

1. Reports from our school concerning children's progress are adequate.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree
   E. Strongly disagree

2. Parents are informed about educational practices of our school.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree
   E. Strongly disagree

3. To what extent are you satisfied with your personal involvement in your school's affairs?
   A. Very satisfied
   B. Satisfied
   C. No opinion
   D. Dissatisfied
   E. Very dissatisfied

4. Our school is doing a good job in teaching children the basic skills.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree
   E. Strongly disagree

5. My child looks forward to going to school each day.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree
   E. Strongly disagree
6. I feel more reports are necessary regarding my child's activities at school.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree
   E. Strongly disagree

7. I feel my child receives the right amount of encouragement by reports from school personnel.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree
   E. Strongly disagree
Letter to Parents for School Meal Programs

Dear Parent or Guardian:

Bowling Green City School serves nutritious meals each school day. Students may buy lunch or breakfast for:

- High School
- Middle/Junior High
- Elementary

Students from families whose income is at or below the level shown on the income scale may be eligible for either free meals or reduced price meals at a charge of:

Reduced Price Lunch: 

Reduced Price Breakfast: 

### Income Guidelines for Free or Reduced Price Meals

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Yearly</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$10,675</td>
<td>$25,179</td>
</tr>
<tr>
<td>2</td>
<td>$14,301</td>
<td>$38,005</td>
</tr>
<tr>
<td>3</td>
<td>$17,937</td>
<td>$32,431</td>
</tr>
<tr>
<td>4</td>
<td>$21,553</td>
<td>$36,057</td>
</tr>
</tbody>
</table>

For each additional member add $3.62.

Food Stamp/AFDC Households: If you currently receive Food Stamps or “Aid to Families with Dependent Children” for your child, you only have to list your child’s name and food stamp or AFDC case number, print your name, and SIGN the application. Since you have already given income information to the welfare office, the school can confirm your eligibility.

All Other Households: If your household income is at or below the level shown on the scale above, your child is eligible for either free or reduced price meals. To apply for meal benefits, you must provide the following information in your application.

- **Household Members**: List the names of everyone who lives in your household. Include parents, grandparents, all children, other relatives and unrelated people who live in your household.
- **Social Security Numbers**: List the social security number of each adult age 21 or older. If an adult does not have a social security number, print “None.”
- **Monthly Income**: List total monthly income AND the amount of income (BEFORE deductions for taxes, social security, etc.) each person received last month and where it is from, such as wages, retirement, or welfare. If you have a household member for whom last month’s income was higher or lower than usual, list that person’s expected average monthly income.
- **Signature**: An adult household member must sign the application.

**Verification**: The information on the application may be checked by school officials at any time during the school year.

**Reporting Changes**: If you list income information and your child is approved for meal benefits, you must tell the school when your household income increases by $10 or more per month ($120 per year) or when your household size decreases. If you list a food stamp case number or AFDC number, you must tell the school when you no longer receive food stamps or AFDC for your child.

** Foster Child**: Your foster child may be eligible for meal benefits. If you wish to apply for meal benefits for a foster child, contact the school for help with the application.

**Nondiscrimination**: Children who receive free or reduced price meal benefits are treated the same as children who pay for meals. In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or handicap. If you believe you have been discriminated against, write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

**Fair Hearings**: If you do not agree with the school’s decision on your application or the result of verification, you may wish to discuss it with the school. You also have the right to a fair hearing. This can be done by calling or writing the following official:

Joel C. Brown, Superintendent, 1211 Center Street, Bowling Green, KY. 42101 Phone 781-2354

(Name, Address, Telephone Number of Hearing Official)

**Confidentiality**: The information you provide will be treated confidentially and will be used only for eligibility determinations and verification of data.

**Reapplication**: You may apply for benefits any time during the school year. If you are not eligible now but have a decrease in household income, an increase in household size, or become unemployed, fill out an application at that time.

You will be notified when the application is approved or denied.

Sincerely,

Joel C. Brown, Superintendent

APPENDIX O

Attachment B
APPENDIX O (CONTINUED)

PART 1
To apply for free or reduced price meals for your child, parents MUST complete and return this application to the school. If you need help with this form, please call this telephone number: 452-0049.

Child ___________________________ School ___________________________ Teacher ___________________________ Grade ___________

☐ FOSTER CHILD — In certain cases foster children are eligible for benefits regardless of your household income. If you are applying for a foster child, contact the school.

PART 2 — HOUSEHOLDS RECEIVING FOOD STAMPS OR AID TO FAMILIES WITH DEPENDENT CHILDREN
If you are NOW receiving food stamps or AFDC for THIS child, you may give your food stamp case number or AFDC number. Do not complete PART 3, but go on to PART 4. The application MUST have the printed name and signature of an adult.

☐ YES, I received food stamps or AFDC for this child this month and have school meals.

FOOD STAMP CASE NUMBER ___________________________ OR AFDC CASE NUMBER ___________________________

FOOD STAMP CASE NAME ___________________________ AFDC CASE NAME ___________________________

PART 3 — ALL OTHER HOUSEHOLDS
If you did not give a food stamp case number or AFDC number, you MUST complete the following information and sign the application or your application cannot be approved.

HOUSEHOLD MEMBERS: List the names of everyone living in your household, include yourself and the child listed above. If you need more space, use a separate sheet of paper.

SOCIAL SECURITY NUMBER: Print the social security number of each adult age 21 or older. If an adult does not have a social security number, print “none” next to their name.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Social Security Number</th>
<th>Monthly Earnings From Work Before Deductions</th>
<th>Monthly Welfare Payments</th>
<th>Monthly Payments from Social Security</th>
<th>Monthly Payments from Persons Receiving Support</th>
<th>All Other Income Received Last Month</th>
<th>Total Household Number</th>
<th>Total Monthly Income</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>CHILDREN (Under 21)</td>
<td>Age</td>
<td>School Attending</td>
<td>INCOME:</td>
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If income is not received monthly, use these figures to calculate income: weekly $ x 4.3; every other week $ 2.15; twice a month $ 2.

PART 4 — ALL HOUSEHOLDS

RACE: Please check the racial or ethnic identity of your child. You are not required to answer this question. We need this information to be sure that everyone receives benefits on a fair basis. No child will be discriminated against because of race, sex, color, national origin, age or handicap.

☐ White, Not of Hispanic Origin ☐ Black, Not of Hispanic Origin ☐ Hispanic ☐ American Indian or Alaska Native

I certify that all of the above information is true and correct and that all income is reported. I understand that this information is being given for the receipt of Federal funds. That school officials may verify the information on the application, and that deliberate misrepresentation of the information may subject me to prosecution under applicable State and Federal laws. An adult must sign the application before it can be approved.

SIGNATURE: ___________________________ SIGNATURE OF ADULT: ___________________________

PRINTED NAME OF ADULT: ___________________________ HOME ADDRESS: ___________________________

DATE SIGNED: ___________________________ CITY: ___________________________

HOME TELEPHONE: ___________________________ ZIP: ___________________________

WORK TELEPHONE: ___________________________

If you did not give a food stamp or AFDC case number, Federal Law (42 U.S.C. 674) requires you to list social security numbers of all adult household members before your child may receive free or reduced price meals. You do not have to give social security numbers, but if you refuse your child cannot receive free or reduced price meals. The social security numbers may be used to identify you for verifying the information you report on an information verification form. This form may include audits, investigations, computing the basic employment income, food stamp or welfare office, and employment, and checking the written information provided by the household to confirm the information reported. If incorrect information is discovered a loss of benefits or legal action may result. These facts must be told to all household members whose social security numbers are reported on this form.

ELIGIBILITY APPROVAL: ☐ Free ☐ Reduced Price ☐ Denied TEMPORARY ☐ Free ☐ Reduced

REASON FOR DENIAL: ☐ Income Too High ☐ Incomplete Application ☐ Other (Reason) ___________________________

Date Notice Sent: ___________________________ Signature of Determining Official: ___________________________

Withdrawn From School: ___________________________ Date: ___________________________

Transferred To: ___________________________

Returned To School: ___________________________ Date: ___________________________

Transferred From: ___________________________

*If Temporary is checked, document all follow-up activities every 30-60 calendar days.
Johnny Wayne Douglas was born on May 28, 1951, in Bowling Green, Kentucky, to the parents of John and Bernice King Douglas. Presently single, he resides at 2831 Garrett Drive, in Bowling Green, Kentucky.

Education in the Bowling Green Independent and Warren County Schools resulted in a high school diploma being awarded by Warren Central High School on May 27, 1969. Two weeks later, enrollment was established at Western Kentucky University. The Bachelor of Science Degree in Elementary Education was completed in October, 1972.

Immediately, a teaching career began in the Warren County Schools. Due to budget shortfalls in the school system, the career in teaching moved to the Butler County Schools for a period of four years. It was during this four year period that involvement in the National Education Association and its affiliates began.

The sixth year of teaching was continued at L. C. Curry Elementary School in the Bowling Green Independent School System. That employment is still continuing, now in its twelfth year. It was during this tenure that the Master of Arts Degree in Elementary Education was awarded in May, 1978, and the Rank I Certification in School Administration was completed in July, 1982.

Since 1982, many activities have been pursued. Participation for five years in the local community theatre
group, Fountain Square Players, led to working for three years co-directing the musical productions at Bowling Green High School.

An additional activity is membership in Lambda Chi Alpha Fraternity. Since being initiated in December, 1987, election to the position of secretary of the Lambda-Lambda Zeta Housing Corporation of the Fraternity has resulted in active participation in the Chapter.

Also, since 1967, church music has been an activity that has satisfied an interest in music, having served as an instrumentalist or choir director in seven churches. Presently, the author is employed by the Christ United Methodist Church as organist.