

# Spring Hill High School Parental Involvement Plan 2017-2018

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**Purpose:** In agreement with House Bill 1521, Act 307 of 2007 in the 86<sup>th</sup> General Assembly, Spring Hill High School agrees with the State of Arkansas that parental involvement is crucial for the success of students in our school. We recognize that:

1. A child's education is a responsibility shared by the school and family during the entire time the child spends in school;
2. To support the goal of the schools to educate all students effectively, the schools and parents must work as knowledgeable partners;
3. Although parents are diverse in culture, language, and needs, they are in integral component of a school's ability to provide for the educational success of their children;
4. Engaging parents is essential to improve student achievements; and
5. Schools should foster and support active parental involvement.

## Parental Involvement Plan Goals

Spring Hill High has developed a Parental Involvement Plan (PIP) that includes programs and practices that enhance parental involvement and reflects the specific needs of students and their families. Our goals are to:

1. Involve parents of students in grades 7-12 in a variety of roles;
2. Continue to develop our PIP in a comprehensive and coordinated nature;
3. Recognize that communication between home and school should be regular, two-way, and meaningful; and
4. Distribute information which is user-friendly, written with the parent in mind, and includes ways for parents to get involved in their child's education.

## On-Going Parental Involvement

Spring Hill High School currently provides the following parental involvement opportunities:

### A. Communication with Parents

1. Emails, phone calls, and notes between teachers and parents
2. Periodic progress reports and report cards
3. District and high school websites
  - a. Maintained by Jan Rhodes Technology Department and includes names and contact information for every faculty member; school and district calendars, news, and announcements; school board minutes; Internet links; curriculum resources; and other helpful information
4. Parent-Teacher Conferences
  - a. Conducted once each term to communicate with parents concerning the educational progress of the student
5. Parents visiting classrooms at teacher or parent request
  - a. Parents may visit classrooms to observe the student in his/her educational environment
6. Parents attending specific class activities/exhibits, plays, performances, concerts, and sporting events
  - a. Parents are invited to observe a curricular or extra-curricular activities in order to provide support and encouragement to the student
7. Disciplinary/ Educational conferences with parents
  - a. To inform parents of any negative behavior concerning their child
  - b. IEP/504 conferences with parents
    1. To allow parents the opportunity to express the special needs of their child and individualize an academic learning plan
  - c. To discuss the educational goals of students
8. E School - Home Access Center
  - a. Parents can view their student's grades and attendance in a real-time atmosphere
9. District "Notify Me" program through email and phones
10. Freshman Orientation
  - a. Students and parents pick up schedules, tour the campus, meet teachers, and attend a welcome to high school program

### B. Information to Parents

1. Class syllabi
  - a. Provided by the teacher to describe coursework, activities, labs, evaluations, expectations, rules of conduct, and classroom procedures
2. Open House
  - a. Provided each term to meet teachers, and to familiarize students and parents with school activities; standardized testing dates; academic improvement plans; scheduling; and the Report to the Public presentation
3. Career Action Planning (CAP)
  - a. Graduation requirements and potential careers are discussed with CAP advisor, student, and parents
  - b. Students register for the following academic year's classes

4. Parent meeting with coaches/sponsors at the beginning of each season
  - a. Parents are informed of team rules, schedules, player expectations and parental responsibilities
5. Parent Center
  - a. Provides informational resources for enrichment and instructional support

### **C. Volunteer Opportunities**

1. Field trip chaperones
  - a. Parents may be requested to chaperone field trips
2. Parents providing clerical and/or classroom assistance
  - a. Parents may be requested to assist the teacher as needed.
3. Parents serving as guest speakers
  - a. Concerning their field of expertise, a parent may be asked to speak to a class
4. High school booths at community events
  - a. Parents may assist in promoting Spring Hill High School
5. Clubs and organizations
  - a. Parents may be requested to assist a club or organization sponsor in conducting club business or an activity
6. Wellness Clinics
  - a. Parents may assist in organizing, promoting, and implementing good health 1. Flu shots are given in the fall to all students and faculty members free of charge through coordination with the AR Department of Health

### Roles of Parents, Teacher/Administrators and Students

<b>As a parent, I will strive to:</b>	<b>As a teacher/administrator, I will strive to:</b>	<b>As a student, I will strive to:</b>
* Believe that my child can learn	* Believe that each child can learn	* Believe that I will learn and do my best
* Help my child get to school on time and attend regularly	* Provide quality teaching and leadership	* Ask the teacher relevant questions
* Volunteer at school and/or provide other support to teachers when needed	* Inform all parents and students about class activities, assignments, events, and achievement levels of students, in a timely efficient manner	* Take home materials and information needed to complete homework in a thorough, legible, and timely manner
* Encourage my child to participate in at least one extracurricular activity per year	* Make my classroom receptive to parents	* Comply with classroom rules
* Keep track of my child's progress by meeting, phoning, or contacting the teacher	* Check that homework has been completed	* Discuss with my parents what I am learning is school
* Attend parent-teacher conferences, visit the classroom, and attend Open House	* Respect cultural, racial, ethnic, and individual differences	* Respect the cultural, racial, ethnic, and individual differences of students, their families, and staff
* Take at least 15 minutes a day to talk with my child about his/her school day	* Hold at least two parent teacher conferences and offer flexible scheduling	* Resolve conflicts peacefully
* Try to do something special when my child scores well in school	* Provide activities that account for different student learning styles	* Arrive to class on time and attend regularly
* Provide a quiet place and set aside a specific time for homework	* Have high expectations for myself, my students, and other staff	* Avoid letting my job interfere with my school performance
* Be available to assist with school work	* Seek ways to involve parents in the school program	* Get enough rest so that I can perform well at school
* Sign and return all papers that require a parent's or guardian's signature	* Maintain open lines of communication with students and parents	* Respect all school and other individual's personal property

* Help my child resolve conflicts in positive, nonviolent ways		
* Respect cultural, racial, ethnic, and individual differences		

## **Tips for Parenting**

With the understanding that parents and guardians know their children better than anyone else, they are best able to encourage their children to grow in the learning process. To help enable parents and guardians to participate to the best of their ability at home, the SHHS faculty has compiled some tips to offer their support of their students' education.

1. Attend a minimum of one academic event per year in addition to Career Action Plan (CAP) conferences in the spring semester. Other academic activities may include Open Houses, Parent-Teacher conferences, volunteering in the classroom, or being a club volunteer.
2. Contact teachers prior to planned absences (doctor appointments, vacations, court dates etc.) and obtain assignments beforehand. Afterwards, check your child's completion of make-up work.
3. Listen to your child and provide positive reinforcement.
4. Provide your child with a quiet area in which to work and study.
5. Help your child study for exams by reviewing notes, flash cards, question and answer sessions, or assigned reading with them (refer to the Homework Checklist on back).
6. Limit the number of hours of after-school employment. Monitor your child's school progress and adjust work hours and work schedules to help them meet their need for study time.
7. Emphasize the importance of good nutrition, including a healthy breakfast. Make every attempt to have a least one family meal daily.
8. Discuss the importance of adequate rest and how it relates to performance in academics, athletics, social activities and employment.

## Parent's Homework Checklist

To assist parents in checking homework, follow the checklist below.

### Setting

- Does your child have a quiet area in which to study?
- Are the number of possible distractions limited (e.g. telephone, TV, siblings etc.)?
- Are you or other family members available to help your child when necessary?
- Does your child have access to an Internet-based PC with an available printer?

### Time Management

- Has your child informed you of the various homework tasks he/she needs to complete? Note: If your answer can't be checked, you should be able to find the assignments on line.
- Has your child set aside enough time to complete the assignments?
- Have you or a family member helped your child figure out how to manage time for completion?
- Does the timetable for completion include breaks and unforeseen obstacles?

### Process Issues

- Does your child understand the assignment?
- Is your child sufficiently motivated to complete the assignment?
- Has your child met any barriers to completing the assignment?
- If the previous question is checked yes, has your child discussed these barriers with you and have you or a family member attempted to give your child advice or assistance on how to overcome them?

## **Emotional Support**

- \_\_\_\_\_ Have you offered your child sufficient positive reinforcement?
- \_\_\_\_\_ Have you crossed the line between encouragement and pressure?
- \_\_\_\_\_ Has your child expressed his/her feelings adequately and have you encouraged your child to share these feelings?
- \_\_\_\_\_ Have you helped your child to deal with these frustrations?