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A Literature Review of Parental Involvement in Public Schools from 1994-1999

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ABSTRACT

A LITERATURE REVIEW
OF PARENTAL INVOLVEMENT
IN PUBLIC SCHOOLS

FROM 1994-1999

Barbara Gohl Keene

August, 1999

The purpose of this project was to see how parental involvement affected student achievement and how educators could involve parents at the middle grades and junior/senior high levels.

American families and our society have changed dramatically over the past twenty-five years. These changes have had exciting effects on educational processes in schools. It has become a challenge to involve parents in the educational process, especially during the middle, junior and senior high school years.

Parents are far more involved in their children's early childhood education than in their later years of schooling (Pryor, 1995). Involvement drops off dramatically when children enter the middle and junior/senior high school. Research studied in this project shows that there is a link between parent involvement and student achievement (Ho Sui-Chi, & Williams, 1996).

This project explores research relative to decreased parent involvement, and how this phenomenon is impacting many public schools across the United States. It also explores what schools might do to increase parent involvement and student achievement.

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Going back to school at age 46 was truly a satisfying experience. I loved being a student intern and learning so much about students, educators, and education. Being part of the Central Washington University campus at Wenatchee allowed me to reach my goal of being a teacher. I could never have completed this program if this satellite campus did not exist.

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My life experiences and my faith have kept me grounded and directed this year. This was a rewarding journey, and has inspired me to be a life-long learner.

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CHAPTER I

Nature of the Study

Introduction

The purpose of this project was to see how parental involvement affected student achievement and how educators could involve parents at the middle grades and junior/senior high levels.

During the past seventy years, educators have known that the home environment and parent involvement has had a significant impact on student achievement (Guppy, 1989). The educational levels of parents, their occupational status, and their incomes were all studied and found to correlate to student achievement. These separate measures were combined and called socio-economic status or SES. The SES however was found to contribute minimally (10%) to student achievement (Hollifield, 1995). So what accounts for the remaining 90%? Educators have found that parent involvement drops off significantly during the middle school, junior high, and senior high school years (Pryor, 1995). Why does this happen? What effect does it have on student achievement? Is there anything educators can do to increase parent involvement in the later school years?

Need for the Study

Specifically, there is a need to review literature to investigate if parent involvement does drop off in the later years, and if it does, why? Also educators need to know what factors might affect achievement levels (Epstein, 1995). Educators need to

learn what strategies they could use to change parental involvement and student achievement. The review of literature investigates recent research articles that focus on this issue.

Scope of the Study

This project was limited by the amount of research available and additionally there was no clear-cut answer as to why and how parent involvement affects student achievement.

Limitations of the Study

This project was based on the database indexes of over 2,000 research library periodicals found at Central Washington University. The search was limited to the work that had been done within the past five years. Over fifty-five summaries of research were evaluated that related to parent involvement and student achievement. Based on this evaluation, twenty-one pieces of research were selected as the most relevant to this project.

Definitions of Terms

For the purpose of this research paper the following terms are defined:

Parent Involvement: Refers to the time and effort that parents put into their children's schooling.

Student Achievement: Refers to academic growth as measured by standardized tests, informal teacher-prepared tests, or educator observations.

Interactive homework: Refers to homework that helps parents interact with their children on learning activities at home.

CHAPTER TWO

Review of Related Literature

Introduction

This chapter summarizes twenty-one research articles relevant to the correlation between parent involvement and student achievement. Each article is cited with the summary following the citation. This review takes you through the gamut of related literature and shows various strategies, concerns, and thoughts of the various authors. This research also shows why parent involvement tends to drop off at the middle or junior/senior high school years (Pryor, 1995) and what schools might do about this to improve students' achievement (Epstein, 1995). The intent of reviewing the related literature is provide strategies that small, rural public schools could use to improve parental involvement and student achievement in the Pacific Northwest. Thirty-two different researchers who studied public schools in various parts of the United States authored this research. All articles have been published since 1994.

This review of literature will take you through the variety of studies, research papers, concerns, and strategies that will eventually lead you to the conclusions and recommendations I have made regarding parent involvement and student achievement.

Review of Related Literature

Trivette, P., & Anderson, E. The effects of four components of parental involvement on eighth grade student achievement: Structural analysis of NELS-88 Data. Research paper for School Psychology Review, June 1, 1995.

The present research was undertaken to assess the effects of different components of parental involvement on the academic achievement of eighth graders. Four components of parental involvement considered were parental aspirations for children's education, parent-child communication about school, home structure, and parental participation in school-related activities. Data from . . . the National Education Longitudinal Study of 1988 of 21,834 students and their parents were analyzed using latent variable structural equation models. The results suggest that educational aspirations of parents have a powerful influence on the eighth-grade student's achievement. The study found a small negative effect of home structure on achievement and on effect of parent-child communication and parental participation in school-related activities, suggesting that parent involvement may affect learning more in elementary than in middle school. The research suggests that educators and practitioners should work to nurture parents' educational aspirations for their children. (p.1)

Trivette and Anderson found that the effects of parental involvement seemed to differ by age and appear stronger for elementary than for high school students. They also found that some researchers found no effect of parental involvement on achievement of high school students. There is limited research available on the effects of parental involvement for middle school youth and it is hard to tell which aspects of parental involvement would be most effective in promoting school learning during middle school years. Adolescence and the transition from it to young adulthood are characterized by the need for autonomy, independence, and detachment from family members. Because of this, relationships undergo changes and it is unclear how parental involvement in schooling, school activities, and programs would affect student achievement in the middle school/junior high school years. The purpose of the Trivette and Anderson study was to assess the effect of parental involvement on the learning of eighth graders and to look for other relevant causes of academic achievement. The study

was two-fold: to determine the influence of parental involvement on the learning of middle school students, and to examine four dimensions of parental involvement and the effect of each on student achievement. These four variables included parent's educational aspirations for their children, parent-child communication about school, home structure, and participation in school related activities.

Parental aspirations exerted the strongest positive effect on student achievement, although it had no direct effect on home structure or parental participation in school related activities. Results suggest that aspirations of parents stimulate greater communication with their children about school. Parents who have held high aspirations for educational achievement of their children have been shown to influence children's aspirations and expectations positively, which, in turn, affect academic performance and achievement.

Parent and child communication about school had a moderate effect on parental participation in school related activities, but not on achievement. Home structure is considered a valuable part of home life and a contributing factor in achievement, yet it had a small negative effect on eighth grade student achievement. Home structure with strong parental control and rules may not affect learning positively, and may possibly produce a negative effect. These seem to suggest the need for flexibility and autonomy.

The practical applications of this study are useful for school psychologists, classroom teachers, and other school personnel. By involving parents and helping

them develop and convey high educational aspirations, school personnel can facilitate the academic development of the students. School administrators should focus on the development of effective school practices for students from home environments with low parental involvement. School psychologists and classroom teachers can help parents become more aware of the academic abilities and interests of their children by providing timely feedback on the academic progress of their children and communicating to parents the importance of encouraging high academic expectations. It is important for school personnel to acknowledge and understand the variations in parent involvement in different families and to keep in mind that a child lives in many worlds--home, school, society. Open communication and support is the key to nurturing parental aspirations for adolescents. Programs and policies that support and nurture this should lead to positive educational outcomes for their students.

Eighth graders are at a critical age. This is an important transitional stage from early adolescence to the high school years of late adolescence. At this time many students make critical decisions concerning self-worth, worthiness of others, and the value of education, health, work, and citizenship (Loeb, Horst, & Horton, 1980). This is a time when environment influences their educational and personal lives. Parental concerns and aspirations are critical for this age group.

Loeb, Horst, and Horton conclude that different components of parental involvement certainly do have different effects on student's achievement. Growth in independence and autonomy at this stage requires a need for a different type of

parent involvement. This does not mean that parents should sever the ties with the school but should, instead provide support for school-related tasks. Parents should also provide support to facilitate increased responsibility on the part of eighth graders for school related behavior. It is important to help parents develop practical ways to convey higher aspirations to their middle school students in order to help improve academic achievement and to motivate children to work toward higher expectations.

Hampton, F. M., & Mumford, D. A. Parent involvement in inner-city schools, the Project Fast extended family approach to success, a research paper for Urban Education, September 1998.

This study examined parent involvement practices and philosophies of an urban school that developed relationships between the parents and their school. This school modeled ways to enhance student performance by redefining schools to be the extended family for their urban students and parents. The four-year study concluded that as parents became involved in this process, student achievement and parental commitment to education far surpassed that of students and parents who remained in a more traditional school setting.

Parent involvement had to mean more than classroom visits, bringing refreshments to class parties, or selling items during a school fundraising event. Although these activities are good, they fall short of producing meaningful outcomes and of realistically assessing parents' interests in their children's education. Evidence suggests that to increase achievement scores, comprehensive,

profound, and more radical programs of school reform and parent involvement are required. Research concluded that in order to break the achievement barrier a paradigm shift was necessary. This has two essential components -- a belief in success for all children in school and a belief that parent involvement is necessary for achieving that success.

The following strategies were used to improve student achievement and show the importance of parent involvement:

1. Parents were included in every aspect of the school program (such as volunteers, decision-makers, learners, partners in home-school learning).
2. Parents were involved in the decision-making policies at schools.
3. All groups of people worked together in a collaborative manner. Resources, programs, and staff development helped to identify the goals.
4. These programs transformed the school culture by allowing the children to bond and identify with significant adults. They also kept the continuity in goals and values between home and school. And, they created a nurturing and supportive environment for the adults.

Although this project is fairly new, the school continues to work on improving each component. The early results are impressive. Students' outcomes show considerable achievement in reading, language, and mathematics.

Pryor, C. Youth, parent and teacher views of parent involvement in schools. A research paper for Education, Spring 1995.

Many teachers have been pessimistic about the prospects of successfully involving parents of high school students. It is important to see how the attitudes and behaviors of teachers, youth, and parents affect the building of partnerships. The lesser participation of parents in education of adolescent students has been well documented. In a recent nationwide study, it was found that involvement in schools falls to 50% for parents when children are 16 years or older, as compared to 73% when children are 8-11 (Zill and Nord, 1994). A frequently heard reason for less parent involvement at the high school level is that adolescents do not want their parents actively involved in their education, due to greater need for independence.

In this study the author found that parents, teachers, and students actually wanted more parent involvement in the later years. They wanted more parents involved in curriculum planning and decisions regarding homework, and more communication between schools and parents. Specifically students wanted their parents to help with their academic work but wanted them to stay out of their social lives.

In summary this study supports previous findings that most parents of high school students are very interested in their adolescent's education, but are pressured by time constraints, are not sure how to respond to their children's requests for greater autonomy, and look to the schools for direction.

Goodman, J. F., Sulton, V., Harkavy, I. The effectiveness of family workshops in a middle school setting, a research paper for Phi Delta Kappan, May 1995.

A series of workshops organized for families of students attending an urban middle school are described. Workshop participants felt renewed by their contacts with one another and by the respect, caring and support they encountered.

Research suggests that family involvement “works!” Children whose families participate in programs show improved academic achievement. The greater the intensity of involvement and the more roles parents play, the better the outcome.

This is true across grade and socioeconomic levels. The outcome? It is caring that counts!

Shepard, R., and Rose H., The Power of Parents: An empowerment model for increasing parental involvement, a research paper for Education, Spring 1995.

This study presents a model for organizing parental involvement programs and activities into a hierarchy that focuses on the theme of empowering parents in their child’s education.

Facilitating empowerment requires more than simply communicating with parents or providing training in some skill. Rather it means an increasing sense of trust in self and others, an enhanced awareness of viable resources, and an ever-evolving sense of purpose and responsibility to the larger social milieu as well as one’s own family.

Epstein, J. L. School/family/community partnerships, a research paper for Phi Delta Kappan, May 1995.

Epstein states that there are six types of involvement as follows:

1. Parenting: supporting, nurturing, and rearing
2. Communicating: relating, reviewing, and overseeing
3. Volunteering: supervising and fostering
4. Learning at home: managing, recognizing, and rewarding
5. Decision making: contributing, considering, and judging
6. Collaborating with the community: sharing and giving

Underlying all six types of involvement are two defining synonyms of caring: trusting and respecting. If all six types of involvement are operating well in a school's program of partnership, then all of these caring behaviors could be activated to assist children's learning and development.

Educators have choices. If they emphasize partnership and view themselves as a homeland, then this environment invites power sharing and mutual respect and allows energies to be directed toward activities that foster student learning and development. Even when conflicts rage, peace must be restored sooner or later, and the partners in children's education must work together.

Hollifield, J. H. "Tips" to involve middle-school parents, a research paper for The Education Digest, September 1995.

Six types of parent involvement practices are discussed in the Hollifield study. The main points are that middle schools need to involve all parents,

including single, poor, and minority parents, in the education of children.

One of the most important findings is that involvement of parents in children's schooling depends more on how schools seek to involve parents than on the status of the parents. The implications of this for middle schools are clear.

Middle schools need to involve all parents—not just those who ordinarily seek out involvement. Such an effort will be rewarded by greater and more widespread parent participation.

The second major finding is that all parents want to be involved. Low socioeconomic and minority parents report as much interest as other parents do in wanting to help the children succeed in school. But research shows a gap between what parents want to do and what they know how to do, most reporting they are not sure how to get involved. They want guidance from the school, and this need becomes especially acute when children reach the middle grades, where not only schoolwork but also students themselves become increasingly more complex. What practices of parent involvement should middle school educators develop to improve student learning? Educators need to seek to make collaborations and exchanges with the community. These should include programs that coordinate activities with community institutions and resources that provide support services for children and their families.

Tying all this research into useful practices and materials for middle schools yields an ideal way for educators to provide appropriate guidance that will reach all parents. One method is called interactive homework. It is an

involvement concept adopted for middle school by researchers Joyce Epstein and Karen Salinas. The idea behind interactive homework is to help parents interact with their children on learning activities at home. Homework assignments, directly linked to the school curriculum, require students to share and discuss with their families the skills and ideas they are learning in school. As a part of this, teachers increase communication with parents, who in turn have more opportunities to communicate with teachers.

Interactive homework addresses three problems that contribute to decreasing middle school parent involvement. First, many middle grade students believe teachers do not want them to talk about school and schoolwork with their parents and family. Second, most homework is designed to be done alone. Interactive homework includes homework activities that require students to work with a parent or other family members. Third, as children move to the middle grades and their schoolwork becomes more complex, many parents begin to feel they lack the expertise to be involved. Interactive homework puts students in charge of their homework, asking them to complete the assignments and guide interactive discussions, interviews, and other communications with family members.

Dodd, A. W. Redefining parent involvement to build understanding and support for change, a research paper for the National Association of Secondary School Principals, November 1995.

The Dodd study emphasizes that when educators restructure the classroom

they might be more successful if they see parents not as a necessary evil, but as potentially powerful partners in the community of learners.

Educators have traditionally invited parents to help out with booster clubs or parent organizations that raise needed extra funds, to serve as token representatives on committees, and to attend open houses or conferences where teachers do most of the talking.

As schools have become involved in reform and restructuring efforts, they have begun to invite parents to participate in new ways. Many educators now believe that students must be active participants if they are to learn. They now see that this is true for parents as well. Parents are unlikely to learn new ways of thinking about teaching and learning if their knowledge is limited to what they read in newsletters and other written communications from the school. When parents get letters or notices riddled with jargon, they are likely to be frustrated or further confused rather than informed.

PTA meetings and parent conferences are also not likely to help parents learn unless they are organized and run specifically with that in mind. If so, then what are some of the ways? How can educators provide parents with opportunities to learn about new practices?

- Involve parents as learners.
- Transform traditional meetings with parents into opportunities for learning.
- Invite parents to discuss new practices before they are implemented.

- Ask teachers to help by explaining their teaching methods to students and parents.
- Build bridges between school and home.

Sarah Lawrence Lightfoot (1978) states that ritualistic contacts often serve to keep “boundaries” between home and school in place, and they do nothing to build “bridges” between the two. As long as educators and parents do not know how the other views teaching and learning, the boundaries between them will remain. But through simple acts of talking and listening to each other, parents and educators may discover that they have much more in common than they previously thought.

Conversations that encourage the development of shared meanings and new understandings about teaching and learning help educators and parents to begin to erase the boundaries and build bridges between home and school.

Ho Sui-Chu, E., & Williams, D. Effects of parental involvement on eighth grade achievement, a research paper for Sociology of Education, April 1996.

Findings provide little support for the idea that parents with high socioeconomic status and parents in two-parent families are more involved in their children’s education. Parent involvement was associated with gender and whether a child had a learning or behavioral problem. On average, parents had more discussions about schooling with girls than with boys, whereas they tended to have more contact with school staff regarding boys’ experiences at school. Parents of

children with learning and behavioral problems tended to participate less in school and have fewer discussions about school activities with their children, but were more likely to have contact with school staff about their children's progress.

These findings indicate that a considerable amount of the communication between schools and parents at this grade level pertain to problems that children are having in school.

A vision of a successful partnership among schools, families, and communities might cause schools to be more like families in that there would be a greater acceptance of all children and their families (Epstein, 1995).

This would also cause families to be more like school. Families would emphasize the importance of schooling and provide regular assistance and learning experiences. It was noted that home discussion was strongly related to academic achievement. As a result it is expected that big gains in achievement could be realized through programs that give parents concrete information about parenting styles, teaching methods, and school curricula.

Johnson, V. R. Family centers: Sharing resources. A research paper for New Schools, New Communications, Spring 1996.

The existence of a family center in a school provides a more comfortable or neutral place for parents, teachers, and community participants to engage in programs sharing a common purpose, one that is supportive of children. The role of the family center as a special place in schools is an important function because no other place in a school is designed to function in this way. Another major

activity of family centers is linking home to school by providing information and guidance to parents about home learning that reinforces school skills. Family centers serve as linkage agents to increase communication between schools and families. They also share many types of resource materials with families. This study was very supportive of the family center.

Bennett, D., Uderos-Blackburn, G. Should parents be involved in all school decisions? An article for NEA Today, April 1996.

The Bennett article takes the stand that parents should be involved in all school decisions. He states that in this era of education reform and transformation, it is important that schools garner the support of those most affected by change--the parents of our students. And the best way to reap that support is to involve parents in school decision making. Parents should be asked to help define a school's mission, choose curricular materials, or shape a school's budget. Parents can contribute unique viewpoints based on personal experiences and professional expertise. And, because they learn so much about the school community through their involvement, parents become better advocates for their school within the community. Parents are honest and pleased that educators seek their opinions. They respond in a caring and supportive way. When parents are involved in the decision making process, they are more supportive of the final decision. The bottom line is that the more parents are involved, the more student achievement improves!

Wang, J., Wildman L., and Calhoun, G. The relationship between parental influences and student achievement in seventh grade mathematics. A research paper for School Science and Mathematics, December 1996.

This is the Longitudinal Study of American Youth (LSAY). The major focus of LSAY is to collect information on public middle and high school students in mathematics and science education. Approximately 3,000 seventh grade students were randomly selected and tracked for four years. Variables recorded in the middle school database include information about parents' education, assistance, and expectations, as well as student perspectives toward the parent support. All of these variables reflect parental influence in education, and are used to help investigate parental involvement and student achievement. The LSAY results show that parent education and encouragement are strongly related to improved student achievement.

Rosenthal, D. M., and Sawyers, J. Y. Building successful home/school partnerships. A research paper for Childhood Education, Summer 1996.

Teachers have named greater parental involvement as their number one priority for improving education. Thus, in light of research findings showing the benefits of parental involvement and teacher support for such involvement and teacher support for such involvement, an obvious solution to some of the problems becomes apparent. Before a truly effective parental involvement program can be implemented, administrators must understand the nature of change within a system (in this case, a school) and the roles and culture within the school. Once this is understood then strategies can be discussed.

A school culture built on the idea of collaboration leaves teachers free to discuss parents' interests and responsibilities for participation and to incorporate them into the classroom without feeling threatened by their presence. This strategy allows parents to define their participation and involves them in determining the boundaries between home and school, rather than being told where that boundary ought to be. Moving toward a system that encourages inclusion, participation and collaboration is the ultimate goal.

Educators need to reframe their ideas of how to view parents. Instead of looking at parents from a deficit perspective, educators need to recognize strengths. Professionals often have taken a custodial view toward families that they viewed as dysfunctional. Parents were often thought of as incapable of being allies and that they simply needed to be tolerated and avoided. Parents would often be blamed for their children's difficulties.

It is important to remember that the child is the family and school connection. Any program developed to enhance home-school collaboration should improve the student's classroom achievement. Both home and school affect the student's performance. By focusing on school issues, parents and teachers can discuss almost anything in a non-threatening, collaborative manner. In a friendly environment parents are more likely to participate for the good of their children.

There are a several ways educators can assess whether their school is family-friendly:

- Are all the school meetings with parents problem-focused?
- How easy is it for a parent to find out what is going on in a classroom?
- Are parents a source of information?
- Is parental input valuable and can you name a few specific instances when parental input had an impact on outcome?
- Do parents typically come to school to discuss positive activities?
- Are meetings held during the school day?
- Do school personnel usually discuss parents in a negative way?
- Are parents informed when their children are doing well?
- What percentages of parents were at the last school function?
- Do teachers and parents describe their relationships in an adversarial way?
- Did most of the parents struggle with school themselves?

If the answers to these questions suggest that parents are not comfortable in a school setting or simply do not have the time to participate, then specific strategies can be developed to meet these concerns.

The following strategies may help teachers connect with families and may create a family-friendly school if they are implemented when the school year starts.

- Parents can be invited to meet their children's teachers at an orientation before the year begins. These activities provide opportunities for teachers to solicit parental input. They also provide an opportunity for teachers to build a

positive relationship with parents, rather than one based on problems.

- Teachers send home student's work each week with a letter. The letter can include a review of the week's activities and suggestions for reinforcing school-learned knowledge at home. Parents can be encouraged to respond by setting up a two-way dialogue rather than a one-way evaluation directed to parents.
- In schools with computerized telephone systems and resources for multiple answering machines, teachers can record messages concerning study units and homework assignments so that parents can call at their convenience to gather information. This allows parents to be involved and to reinforce at home what their student has done during the day.
- The principal can actively seek parents' input by asking them to sit with teachers on certain committees.
- The parent/teacher relationship is the most important interaction between school and home. It is so important to let parents know that the teacher understands them and is working with and for them. The parent/teacher conference is an excellent opportunity for connection. This is often the sole contact between parents and teachers, and gives the opportunity to exchange feelings, beliefs, and knowledge between parents and teachers about the student.

Henderson, A. Parent involvement: More than kids' play. An interview for NEA Today, January 1998.

In this interview Anne Henderson of the Center for Law and Education looks at why parental involvement drops off as kids get older and what mistakes to avoid when developing a parent involvement program.

According to Anne Henderson most research shows a sharp drop in parent involvement between elementary and middle school. First of all, students have changed schools, and second, school is usually farther from home, it's bigger and the students have many more teachers. It is hard to get to know them all. Also our society often sends bogus messages to parents such as its time to let go and stay away. Unfortunately parents do. Some middle schools fair better than others do. Those that do well with parent involvement tend to be broken down into smaller sub-communities like teams or houses. Teachers that work in teams with one teacher being responsible for communicating with parents also have more success.

Sometimes educators think that to increase parent involvement families need to become less dysfunctional. So schools try to make parents better by offering parenting classes, and substance abuse prevention, and/or teen pregnancy prevention. When educators assume the worst about families and that schools should fix them, it does not work. Parents want respect. They don't want to be talked down to. Instead educators need to build comfortable, close relationships with their students' families. One of the best ways to do this is to think about what you like about each child and what is good for them. Then when you meet with

the family, lead off with that. Families will respond to you if they think you know and like their child. Parents will then become your allies. And the most important factor is the school's policies and procedures. If schools promote involvement, it happens. If they don't, it won't.

Balli, S. J., & Demo, D. Family involvement with children's homework: An intervention in the middle grades. A research paper for Family Relations, April 1998.

In this study a program in the middle school was designed to increase family involvement in mathematics homework. There were 74 sixth grade students and their families involved.

Students were enrolled in one of three mathematics core classes taught by the same teacher. The study was set up so that in the first class there were no homework prompts in the second class students were prompted to involve family members. In the third class students were prompted to involve family members and family participation was directly requested. The findings indicated that families in the two classes receiving the prompts were significantly more involved in mathematics homework activities than the families that were not prompted. However, the level of family participation was not an indicator of student achievement.

While many educators agree that children do better in school when the parents are involved, the types of involvement vary widely. Involvement includes attending parent-teacher conferences, volunteering at schools, helping with

homework, or simply encouraging student achievement. Many studies link parent involvement with a range of positive student outcomes, including higher academic achievement, improved school attendance, increased cooperative behavior, enhanced school retention and lower dropout rates (Ekstrom, Goertz, Pollack, & Rock, 1986; Epstein, 1992; Greenwood, & Hickman, 1991; McDill & Rigby, 1973; Sui-Chu & Willms, 1996.) On a greater spectrum, parental engagement in children's homework is an example of the most direct, face-to-face form of involvement in children's lives. It helps to communicate affection, nurturance, and support for children and this develops their overall sense of well being. So, what role does the teacher play in all of this? Evidence shows that teachers want to have more contact with parents and that parents want more information and communication with teachers. Teachers have such an important role as family professionals, but do they know how to guide and work with families?

The findings of this study show that prompts are effective and sometimes quite necessary. The two core classes that received prompts showed a significantly higher level of family involvement than the core class that received no involvement prompts. Several promising strategies for increasing family involvement with children's homework follow.

The teacher coached students to ask family members to be involved in their homework. Printed directions on each homework assignment also showed how family members could be involved. The teacher also prompted families to give feedback about assignments and to include a signature on each assignment sheet.

Parents appreciated the signature request as it made them more accountable. Another important strategy is to teach parents and other adult family members that the responsibility for formally educating children cannot be solely left to the teachers. Parents, older siblings, grandparents, and other family members provide valuable resources and can instill and reinforce the value of education and homework completion. When this type of involvement happens over a long period of time the effect is greater. Also students are more likely to stay in school when parents are involved throughout their children's education. Yet despite this finding parent involvement dramatically declines during the middle school years. Middle school students spend more time doing homework than elementary school students do; yet parents often feel inadequate at helping their children with homework. Parents often ask the following question: how can I help my child with homework?

An important theme that emerged from this study is that some family members were challenged by the homework concepts. Parents felt that it was harder to help their children as they get older because today children are taught in different ways than parents were taught years ago. It also showed that parents find the subject matter difficult to understand and they may not be able to assist their children in productive ways. As a result there is a potential for confusion and poorer performance due to the involvement of parents who lack adequate skills and content knowledge. To improve this situation, workshops could be offered to help guide family members through homework activities. Also homework hotlines could be established to accommodate hectic family schedules and routines.

So if higher levels of family involvement do not necessarily mean higher levels of student achievement, are there any benefits associated with family involvement? Yes! Families are most aware of what their children are learning. This homework forced families to interact! Many families expressed enjoyment with the activities. This suggests that higher student achievement is not the only goal or outcome of family involvement efforts. These findings also suggest that student and family prompts can influence higher levels of involvement for those middle school families who might not otherwise be involved. These are important because of the national educational goals recently adopted by the U.S. Congress. One goal in particular promotes partnerships that will increase parental involvement and participation in student's schoolwork (National Educational Goals Panel, 1994). So it could be that parents with less education might need guidance from the schools in order to assist their children in productive ways. And, schools need to focus on teacher training, parent training, parent education, and fuller use of multiple family members rather than relying solely on classroom interventions to boost academic achievement.

Freedman, E., & Montgomery, J. F. Parent education and student achievement. A research paper for Trust for Educational Leadership, November/December 1994.

This study discusses the importance of parent education and how essential it is for effective parent involvement. This seems to be the key to student achievement. Research shows that parents are the most important influence in a child's life as the parent is usually their role model and their first teacher. And,

successful children have parents who are very involved in all aspects of their lives.

Researcher Harold Hester said that there are seven important benefits to children when their parents take an active role in their education. They are as follows:

- Increased academic achievement
- Improved student behavior
- Increased student motivation
- Regular attendance
- Decreased drop-out rates
- Positive student attitudes toward homework, and
- Increased parent and community support

This study shows how the California state board of education developed an integrated parent education program. The main objective was to empower parents and the community to make a positive difference in the school system. The three components that follow were used to develop an effective parent education program.

1. The needs of the parents and students must be carefully assessed and addressed in order for educational opportunities to be practical and meaningful.
2. Parents need to be reached continuously with sensitivity and diversity.
3. Parents, administrators and staff are participants, teachers and learners in an ongoing training program.

As part of this, parent education opportunities need to be offered at all levels along

a continuum. They can be offered at informal gatherings such as coffee hours, workshops focusing on nutrition, immunization and assessing community resources, hands-on activities and workshops on effective parenting skills. They can also be family events that focus on math, reading, writing and art, conflict-resolution training, gang and drug awareness workshops and educational opportunities for parents involved as advisers and/or co-decision makers. They also offered transportation, childcare and translators as needed. These outreach workshops were offered at school sites, apartment complexes, libraries, and community centers. Because this is so important to the program, many district employees, and community agencies were willing to offer their services and expertise free of charge. There is no cost to parents. Willingness to invest time in the education and future of their child. Not a bad way to be, considering that schools that encourage and nurture parent education and involvement consistently rates in the top half of the districts' schools. As a result poverty, language barriers and ethnicity do not have to be indicators of a student's potential to succeed.

Pape, B. Involving parents lets students and teachers win. A research paper for The Education Digest, February 1999.

In this study Pape summarizes research that supports the importance of parental involvement in education. Research strongly supports the benefits of having parents involved in their child's schooling. Yet many teachers and parents struggle to connect in a meaningful way that helps improve student learning. This study found that most parents crave information on how to support their children's

learning—both at home and at school. It shows that parents who are involved in their child's academic life have a profound effect on their child's ability to learn. They can help instill in them an appreciation for learning that can last a lifetime. When parents are involved, educators tend to hold higher expectations of the students whose parents collaborate with the teacher.

In parent involvement programs that involve parents as partners, disadvantaged students' achievements not only improve but also reach levels that are standard for middle class children. Junior and senior high school students whose parents stay involved make easier transitions, maintain the quality of their work, and develop realistic plans for their future. Unfortunately, students whose parents are not involved often drop out of school. When educators and the schools communicate well with families, parents rate the teachers more favorably and teacher morale is higher. And interestingly enough, when schools communicate well with parents, parents are more willing to be involved in their children's education. Good communication proves to be more important than the parent's education level, family size, marital status, or student grade level. Pape states that "The research has become overwhelmingly clear; parent involvement—and that means all kinds of parents—improves student achievement."

However, most parents need guidance from the teacher educator to help them work with their children on homework and other school related tasks. The following strategies were developed for teachers and other educators who want optimal parental involvement:

1. Meet parents on their own turf. This is a great way to build trust and often the only way to reach parents who do not have a phone.
2. Make schools parent friendly. A front office that looks cheerful and that is staffed by welcoming people who are friendly and helpful is a good start.
3. Make sure school information is provided in the languages that the families speak. Reach out and help immigrant families adapt to a new culture and to your school.
4. Involve parents in the school's decision making process. When parents, teachers, support staff, and others work together, a plan can be developed to meet the academic and social needs of the students.

Educators must remember that parents need to be reassured that the school is meeting their child's academic needs. Educators must also recognize the key role parents play in the academic lives of their children and of course educators must respect the role and responsibility of the parents. Considering all of this, teachers could launch their own parent involvement program. However, a more effective approach is a comprehensive school-wide plan. Pape recommends the following:

1. Help all families establish supportive home environments.
2. Design effective forms of communication about school programs and about students' progress.
3. Recruit and organize volunteer help and support.
4. Provide useful information and ideas to help families with student homework and curriculum related activities, decisions and planning.

5. Use community resources and services to strengthen school programs, and student learning and development.
6. Build ties between parents and teachers by including parents in workshops, etc., whenever possible.

In conclusion, parent involvement is an issue of hindsight. It is one that we can all learn from as it is critical in a child's academic life.

Christenson, S. L. & Hurley, C. M. Parents' and school psychologists' perspectives on parent involvement activities. A research paper for School Psychology Review, 1997.

This study described parents' and school psychologists' perspectives on 33 parent involvement activities directed at enhancing the educational success of students. 217 parents rated activities the schools offered and the degree to which they would use these activities. School psychologists rated the extent that the activities would be feasible to implement in their own school over the next five years. Parents and school psychologists gave the highest rating to providing information on how schools function. They gave the lowest rating to making home visits, teaching parents activities that can be done at home, promoting student learning or answering parents' questions about their children's schoolwork. Parent involvement in education has been identified as one way to improve student achievement at school. Extensive research shows the relationship of meaningful parent involvement in education and positive student outcome. This is reflected in the National Educational Goal 8: By the year 2,000, every school will promote

partnerships that will increase parent involvement and participation in promoting the social, emotional, and academic growth of children (National Educational Goals Panel, 1994).

In this study the most desirable and feasible activities are those that involve delivering information to parents or having one-on-one meetings. Data show that parents want to be involved in education and want to receive support for their involvement. This raises several questions we need to consider. Are educators meeting the needs of families? Do we want parents involved as partners? Are we willing to share decisions about the curricula and programming for social-emotional or behavioral concerns with parents. Or do we want to set up limitations and share only selected responsibilities?

As the data suggest schools need to support parents' abilities to create positive family learning environments by sharing information about children and schooling and by providing consultation with school psychologists about their children. If the parents' desire for information is fulfilled, then there is a chance for parents to establish and reinforce high but realistic expectations for student performance.

We do not want to forget the role of teachers in this scenario, as they are the keys to meaningful parent involvement. However, contacting parents is not their sole responsibility. School psychologists should still serve as a liaison between parents and teachers. This is clearly important since parents requested such consultation with school psychologists about children's learning, behavior

and development, and the school psychologists said this was possible.

In summary fostering parent involvement in education is a viable way to enhance student success. Parent involvement should not be confined to the school. It should also include learning activities at home. Also, schools do not need to do it all. The school should empower parents to contribute significantly to their children's developmental and academic progress. Schools need to view parents as active peers and not passive clients. School psychologists need to accept the challenge of being leaders in implementing parent involvement programs enhancing students' school success.

Griffith, J. The relation of school structure and social environment to parent involvement in elementary schools. A research paper for The Elementary School Journal, September 1998.

This study used the results of parent and student surveys to examine relations among school structure, school population, composition, parent involvement, and parent perceptions of school safety, school climate, the school facility, the helpfulness of school staff, the academic instruction, teacher-student relationships, and student recognition. It appears that good communication between the school and parents and increased empowerment of parents should lead to increased parent participation or involvement in school activities and satisfaction with schools. Eccles and Harold (1993) stated that when parents are informed of their children's education and of school events, it actually increases parent involvement. Parents having children enrolled in second, third, and fourth

grades reported higher participation in school activities than did parents having children enrolled in fifth and sixth grades where parent involvement dropped sharply. Parents who had more than one child enrolled at the school reported higher participation in school activities than did parents who had only one. When considering the school's social environment, more involved parents viewed the school as more empowering and perceived a more positive overall school climate than less involved parents. Parent involvement was greater for schools having lower enrollments. Schools having larger class sizes and larger student-teacher ratios also had higher parent involvement. And, parent involvement was greater among schools having lower student turnover (having both fewer students new to the school and new to the school district) and fewer students from a lower socioeconomic background. At the school level, parent involvement appeared to be motivated by parent perceptions of the lack of information from the school and misgivings about the quality of the school's academic instruction and student recognition. Interestingly enough schools that were not informing parents had higher parent involvement. Also, schools in which both parents and students rated the school low on academic instruction and high on school safety had higher parent involvement.

One of the most obvious reasons for less involvement among socioeconomically disadvantaged parents is the greater demand on their time. Disadvantaged households are more likely to have two parents who work full-time, parents who have two or more jobs, and parents who have jobs that are less than

desirous. Often this necessitates working unpredictable work schedules and working during the evenings and nights when their children and the school most need their help (Eccles & Harold, 1993). Educational researchers have offered another explanation of lower involvement among the socioeconomically disadvantaged. They have argued that traditional schools embody social and cultural values and practices of middle to upper socioeconomic classes as well as the dominant white culture. As a result, schools do not value all social and cultural resources equally. In particular, those of the lower social class and nondominant cultures are often valued the least.

Clevenson, R. Picture-perfect communication, A research paper for Educational Leadership, February 1999.

This study shows how videos were used to improve parental involvement at Gunston Middle School in Arlington, Virginia. So often schools hand out information sheets and flyers to parents about special programs, curriculum units, and other such activities that happen at school. But imagine how parents would feel if they were shown a video of students and teachers in action. This would be a golden opportunity, one rarely available to parents who work the day shift. These videos would include valuable information on how parents can help their child succeed in school, what materials to purchase for projects, descriptions of special programs and curricular units. How can old information sheets and flyers compete with this new video?

The Gunston Middle School video specifically addressed an eighth grade

science activity that required substantial homework. The teacher found that during the 1996-1997 school year 27 out of 70 students failed the "Science Research Investigations Project" because they failed to turn in a finished project. Even when students had assistance such as "Saturday Science Days," after school sessions, parent information sheets and calendars, students had trouble completing science projects and research papers.

So the science teacher and the video journalism teacher and their students got together and made a twelve-minute video describing the project requirements and demonstrating specific ways that families could assist students. Old parent information sheets were used to write scripts and students rehearsed and acted out the parts. The teacher and a sample project were video taped using a computer with Power Point. Also, the show was edited. This production took ten hours of after school time to complete. All students were required to watch the video with their family.

This video significantly impacted student success. Only three out of the 68 students failed to turn in the finished project that next school year. Families said the video was fun and they watched it several times. Families were able to learn the vocabulary associated with the project and remembered the requirements and procedures necessary for helping their child. The science teacher also received a dramatic increase in parent calls requesting additional information. As a result the teacher really felt she was working with the parents. Another plus was the parents were more likely to sit next to the science teacher at conferences and approach her

with questions. Familiarity and comfort between parents and the teacher was another benefit from the video.

Summary

As you can see through these studies, the role of the parent and family is definitely linked to student achievement. You will read in the findings about many useful strategies that educators could use to improve parent involvement and thus student achievement. There are many techniques that could be used in small public schools if the educators desire to create a parent involvement program.

CHAPTER III

Research Procedures

Introduction

The purpose of this project was to see how parental involvement affected student achievement and how educators could involve parents at the middle grades and at the junior/senior high school levels. In this project I reviewed related literature and summarized these studies. I also gleaned all the concerns and strategies that educators would find useful and that correlated to parental involvement and student achievement.

During the past seventy years, educators have known that the home environment and parent involvement have a significant impact on student achievement (Guppy, 1998). Educators have found that parent involvement drops off significantly during the middle school, junior high and senior high school years. Why does this happen? What effect does it have on student achievement? Is there anything educators can do that will increase parent involvement in the later school years?

This research is based on the database indexes of the research library periodicals done at Central Washington University. A total of fifty-five summaries of research related to the topic of parental involvement and student achievement. This search was limited to research that had been done since 1994. On the basis of these criteria, twenty-one pieces of research were selected for reading and evaluation.

The relevancy of these articles was based on the following guidelines. First, the text needed to be related to a public school setting. Second, the focus of the research needed to be related to the middle school grades, or junior and senior high school levels.

Third, the research needed to be directed toward situations that could reasonably be replicated in a small rural public school setting. And finally, the research had to be correlated to student achievement.

On the basis of this research of related literature, there were many conditions of parental involvement that were found to impact students' achievement. They are included in the findings along with the studies that validate them. It is this database that shows the significance of this research. It is this knowledge that can be used to better promote student achievement and parent involvement.

CHAPTER IV

Review of Findings

I was surprised to find that after reviewing all the recent literature that the most important aspect of getting parents to be involved in schools is to nurture respect and caring. When educators look at parents in a positive manner and see all of the positive attributes parents can offer, then there is better communication and hence more involvement. I find this quite refreshing that after so many studies have been completed and so much research compiled that it all boils down to the golden rule: “Therefore all things whatsoever ye would that men should do to you, do ye even so to them; for this is the law and the prophets” (Holy Bible, p.6)

Different components of parent involvement certainly have an effect on student achievement at the middle, junior and senior high school grades. Growth in independence and autonomy at this stage means a need for a different type of parent involvement. It is important that parents provide support to facilitate increased responsibility on the part of eighth graders for school related behavior. Parents need to develop practical ways to convey higher aspirations to their students—a way to help them improve academic achievement and a way to motivate them to work harder. Educators must acknowledge and understand the variations in parent involvement in different families and must keep in mind that a child lives in many environments: home, school, society. Open communication and support is the key to nurturing parental aspirations for adolescents. Programs and policies that support and nurture this should lead to positive

adolescents. Programs and policies that support and nurture this should lead to positive educational outcomes for their students.

Parent involvement has to mean more than classroom visits, bringing refreshments to class parties, or selling items during a school fundraising event. These activities fall short of producing meaningful outcomes and of realistically assessing parents' interests in their children's education. Educators must realize that to increase student achievement a paradigm shift is necessary. This means that educators must believe in success for all children in school and a belief that parent involvement is necessary for achieving that success.

The following strategies were garnered from the review of literature and could be used to improve student achievement and to show the importance of parent involvement:

- Include parents in every aspect of the school program (Hampton, 1998).
- Involve parents in the decision-making policies at school (Hampton, 1998).
- Work together in a collaborative manner (Hampton, 1998).
- Nurture a supportive environment for the adults ((Hampton, 1998).
- Empower parents (Shepard and Rose, 1995).
- Allow students to bond and identify with significant adults (Trivette and Anderson, 1995).
- Communicate more between schools and parents (Epstein, 1995).
- Keep continuity in goals and values between home and school (Hollifield, 1995)
- Provide direction for parents who are not sure how to respond to student's needs (Hollifield, 1995).

- Emphasize partnership and view schools as a homeland—this creates power sharing and mutual respect (Epstein, 1995).
- Involve all parents, including single, poor, and minority parents in the education of the students (Hollifield, 1995).
- Coordinate activities with community institutions and resources that provide support services for children and their families (Hollifield, 1995).
- Create interactive homework—homework activities that require students to work with a parent or other family members (Hollifield, 1995).
- See parents are potentially powerful partners in the community of learners.
- Build bridges between school and home (Dodd, 1995).
- Invite parents to discuss new practices before they are implemented (Dodd, 1995).
- Give parents concrete information about parenting styles, teaching methods, and school curricula (Dodd, 1995).
- Create a family center within the school (Johnson, 1996).
- Meet parents before the school year begins (Rosenthal and Sawyers, 1996).
- Set up a two-way letter dialogue with parents each week (Rosenthal and Sawyers, 1996).
- Develop a hot line for parents to call regarding homework, activities, etc. (Rosenthal and Sawyers, 1996).
- Think about what you like about each student and share it with the parents (Rosenthal and Sawyers, 1996).

- Empower parents and the community to make a positive difference in the school system (Balli and Demo, 1998).
- Make educational opportunities practical and meaningful (Freedman and Montgomery, 1994).
- Reach out continuously with sensitivity and diversity (Freedman and Montgomery, 1994).
- Offer opportunities at all levels along a continuum (Freedman and Montgomery, 1994).
- Meet parents on their own turf (Pape, 1999).
- Make schools parent friendly (Pape, 1999).
- Make sure school information is provided in the languages that the families speak (Pape, 1999).
- Use community resources and services to strengthen school programs, and student learning and development (Christenson and Hurley, 1997).
- Have one-on-one meetings when feasible (Christenson and Hurley, 1997).
- School psychologists serve as a liaison between parents and teachers (Christenson and Hurley, 1997).
- View parents as active peers and not passive clients (Griffith, 1998).
- Value all social and cultural resources (Griffith, 1998).
- Use school-made videos to describe project requirements and to demonstrate specific ways that families could assist families (Clevenson, 1999).

CHAPTER V

Summary, Recommendations, and Conclusions

Summary

The findings that are found in Chapter IV will be extremely useful for educators who plan to start up a parent involvement or education program. If the educators have ownership in the program, it is most likely to be successful. That is, the principal, the school psychologist, the counselor, and the teachers need to agree on the type of program they envision at their school. They need to agree on which strategies they will use and they all need to help communicate with the students and their parents and families. If educators take it upon themselves to be respectful of all and to care about others, then the strategies they use will work to the betterment of the school and the students and their families.

Educators need to determine which strategies they think will best work in their school environment. It is important that they be willing to try new ways and if it does not work, then be willing to try a different way.

Recommendations

If I could add something else to this project, I would have included a video of students and teachers in action at the Liberty Bell Junior/Senior High School, Winthrop, Washington. Like most small rural schools, Liberty Bell sends out sheets and flyers to parents and guardians covering curricula, school events and calendar, school rules, etc. (See Appendices A, B, and C for samples from three small rural schools in the Pacific Northwest.) Imagine how parents would feel if they were able to watch and learn about

their student's school if they could view it on video! With today's technology the classroom and school video would be a great asset to educators who are encouraging parents to be more involved and students to be higher achievers.

I would also like to see the educators start out the school year with a personal orientation for the parents and families of each student. What a good way to start off the school year—getting to know each family on a more personal basis. This would be a good way to show families that educators care and are trying to learn more about each student. It is a good way to show respect for others.

I would recommend that several small, rural public schools develop a parent involvement program and apply these strategies. It would be interesting to compare the before and after levels of parental involvement and student achievement in each of these schools. It is my hope that this information will be used and that schools, especially those in the Pacific Northwest, will see that great strategies combined with respect and caring is truly what makes a difference in the lives of parents, families, students, and educators.

Conclusions

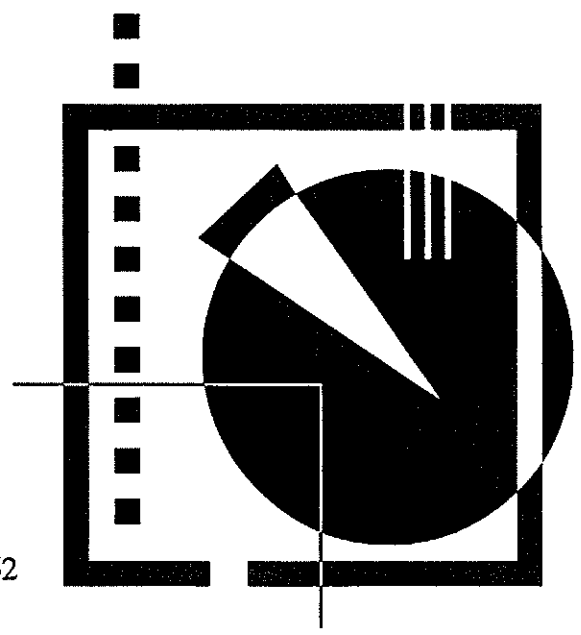
Once again educators must remember the golden rule, do unto others, as you would have them do unto you (Holy Bible). This must apply to all parents, students and family members, and community members, regardless of who they are, where they are from or what they appear to be. ~~Respect and~~ caring, that is what it is all about.

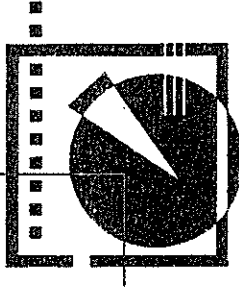
APPENDIX A

Liberty Bell Junior High School
Winthrop, WA

Parent/Guardian
Informational Packet

Liberty Bell Junior High
Registration Information
1999 - 2000





JUNIOR HIGH: A TIME TO EXPLORE

7th & 8th grade students at Liberty Bell are given the opportunity to benefit from a well-rounded education. In addition to the morning core classes (math, science, language arts & social studies), afternoons are spent in three exploratory sessions of 40 minutes each.

The exploratory program offers junior high students a menu of high interest and varied classes. Some of the Exploratory classes are choice options, while others are required. Here's why. We want to ensure that Liberty Bell students have useable skills in a wide variety of areas. Consequently, all students in 7th & 8th grade are enrolled in P.E. / Health for a minimum of one quarter, although the majority of our students have P.E. / Health for two quarters. Because reading is an integral key to academic success, all junior high students have Reading for Exploratory I *all year long*. It's no secret that technology literacy is essential for all students; so one quarter of Computer Instruction is also required for both 7th and 8th graders. Since the state of Washington has expanded the Essential Learnings for Social Studies, all 8th graders will be enrolled in a mandatory Current World Problems/Geography exploratory for one quarter during the school year.

The majority of the classes are for one quarter, although Band is a year long program, and Performing Arts is a one semester class. Students who enjoy music are encouraged to participate for more than one quarter in the Choral & Music Appreciation class, although it is not required. Read through the list of **Exploratory Choice Options**, and then following the steps outlined in the directions to make your choices. During the four (4) quarters, you will be rotated through different exploratory classes.

SOME SAMPLE 1ST QUARTER EXPLORATORY SCHEDULES FOR A 7TH GRADER:

EXPLORATORY 1 Reading	EXPLORATORY 2 P.E. / Health	EXPLORATORY 3 Computers
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EXPLORATORY 1 Reading	EXPLORATORY 2 Hodgepodge	EXPLORATORY 3 Band
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SOME SAMPLE 1ST QUARTER EXPLORATORY SCHEDULES FOR AN 8TH GRADER:

EXPLORATORY 1 Reading	EXPLORATORY 2 CWP / Geography	EXPLORATORY 3 Cross Training
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EXPLORATORY 1 Reading	EXPLORATORY 2 Performing Arts	EXPLORATORY 3 P.E. / Health
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METHOW VALLEY SCHOOL DISTRICT NO. 350
 1999-2000
 SCHOOL CALENDAR

W T F

AUGUST

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
30	31			

Teachers Report

SEPTEMBER

	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

First Day of School

Labor Day

21 Student Days

M T W T F

FEBRUARY

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29			

Presidents Day

20 Student Days

OCTOBER

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

21 Student Days

MARCH

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

No School

21 School Days

NOVEMBER

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Teacher Conferences, early release

Veterans Day

Early Release

Thanksgiving Holiday

19 Student Days

APRIL

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Spring Break

15 Student Days

DECEMBER

	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Early Release

Winter Break

16 Student Days

MAY

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Memorial Day

22 Student Days

JANUARY

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Winter Break

Martin Luther King Day

End of Semester, Records Day, Early Release

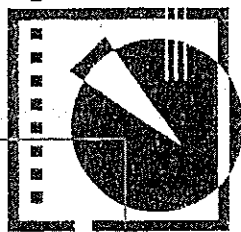
18 Student Days

JUNE

	1	2		
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Last Day of School

7 Student Days



JUNIOR HIGH EXPLORATORY OFFERINGS FOR THE MILLENNIUM

Name of Student _____ Grade: _____

Parent Signature _____ Date: _____

Directions for Exploratory Choices: Read each of the following descriptions for exploratory classes. Rank each of them in order of preference with *one* (1) being your first choice and *eleven* (11) being your last choice. We try to schedule students into their top choices, but we cannot guarantee placement.

Rank 1 to 11 (1 is your top choice)

____ Science Olympiad

Students who are intellectually curious will enjoy this class. Projects may include how things work as well as science fair experiments and presentations. Extended studies may include animal behavior, weather, rock identification, volcanoes, earthquakes, and many more. Team activities cover a wide variety of topics from mouse trap cars to fossil identification and electrical circuits.

____ Band

The junior high band plays a wide variety of music. Under the direction of Ms. Dorothy Franck (Clark), band members are guaranteed to improve their individual and group music skills.

____ Choir & Music Appreciation

Ms. Franck's (Clark) enthusiasm helps to make the world of music open to everyone. If you like to sing and listen to music, be good to yourself and sign up for this class.

____ Cross Training

This class consists of strength and aerobic training with an emphasis on health and wellness issues. It is especially helpful for students who enjoy a physical workout, or are in training for the Junior Olympics!

____ Expedition Methow

Classroom instruction blends with experiences in the outdoors for those enrolled in Expedition Methow! This course is designed to incorporate and introduce a variety of activities common to the Methow Valley. Activities include: hiking, biking, skiing, snowshoeing, orienteering and wildlife studies.

____ Performing Arts

Calling all actors & actresses! If you have an interest in live theater, under Mrs. Orme's directorial skills, you will learn what it takes to be successful on stage. Students in Performing Arts will participate in practical activities to help them understand the communication process through performance. And for a grand finale, everyone will participate in a full-scale theater production. Rumor has it that this year's play will be a full-fledged Western!

____ Junior High Leadership

What does it take to be a leader? Through a series of fun & challenging activities, members of this class will build leadership skills. The "final" will be a fund-raising project, designed and implemented by student teams.

OVER PLEASE

Liberty Bell Junior High 1999-2000

Personal Success School Supplies

"If I plan to learn, I must learn to plan."

The Binder

The three-ring binder is the most effective tool for you to organize and maintain information for processing. Material can be added, deleted, and placed in proper sequence with a three-ring binder. Your teachers **require** a 2" three-ring binder. Successful students attend class with the proper materials--text, binder, agenda book, pen, pencil, paper, and homework.

The Millennium 2000 Agenda

As part of the junior high staff's commitment to reinforcing and strengthening organizational and personal success skills, we are **requiring** a daily planning calendar to be used by ALL JUNIOR HIGH STUDENTS. Called "The Millennium 2000 Agenda," this handy and sturdy spiral bound book contains various sections related to Personal Success for you to complete with your teachers. The sections are called Set Your Goals, Manage Your Time, The Study Zone, Daily Planning Calendar, General Resource, and Personal Reference. In addition, it contains a diskette pouch, protractor, and ruler. Most importantly, the book has Liberty Bell's Student Handbook and the 1999-2000 school calendar, schedule of events, and other important information. You need to purchase it at our August registration. The cost is about \$5.00.

Computer Diskettes

An important strand in the junior high curriculum is the required computer class in which you practice keyboarding and word processing skills. In addition, you will have the opportunity to use computers in the lab and in classrooms for projects and other assignments. It is essential that you purchase 2 computer diskettes, one for the Mac and one for the PC. Both types of computers are available for your use. When you label each diskette, write your name and "Mac" on one and "PC" on the other. Do not tamper with the diskettes and keep them in the provided pouch in the Agenda book. Then make sure you are transferring data correctly.

A list of the required materials for 7th and 8th grade classes is located on the reverse side of this sheet.

APPENDIX B

Manson Secondary School
Manson, WA

Parent/Guardian
Informational Packet

Dear Parents,

You make a difference! Research shows that family support is more important to school success than a student's IQ, economic status, or school setting. Your child needs to understand that a diploma or a degree is meaningless unless he/she has the math, reading, and thinking skills that go along with it. Skills, not degrees, will be the key to career success in the 21st century. I would like to invite you to become a partner with the Manson Secondary School staff in preparing your child to gain these skills.

You are invited to call and visit the school at anytime to share your expertise, concerns or ideas. We welcome your input. You may reach me at 687-9585.

Thank you for enrolling your child in our school system. We are honored to work with you to make sure your child reaches his/her full potential.

Sincerely,

*Marsha Hanson
Secondary School Principal*

For students planning on taking Algebra as 8th graders, it is important that they take Pre-Algebra as 7th graders.

Class List

For 7th Grade

1. Math (Basic Math or Pre-Algebra)
2. Social Studies
3. Life Science
4. 7th Grade Language Arts
5. P.E./Health
6. _____ (Open for Elective class)

Electives

for 7th & 8th Grades

Shop: Basic shop skills, emphasizing wood working

Choir: 8th grade participates with High School; 7th grade has its own choir.

Art: Introduction to art history and design.

Band: 8th grade participates with High School ; 7th grade has its own band.

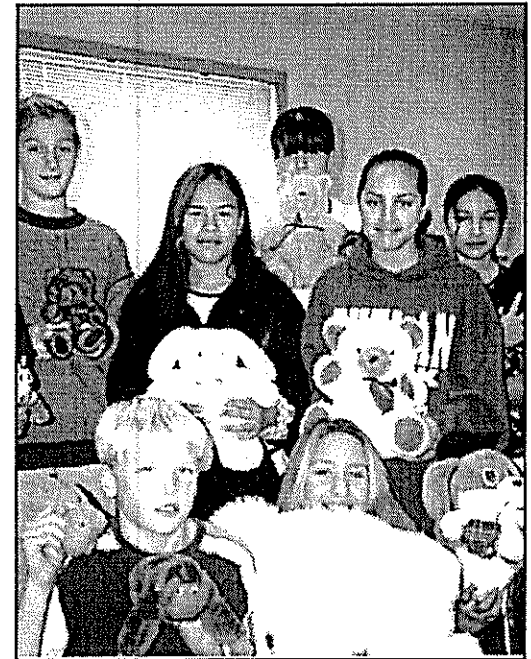
Academic Assistance: Students will receive help with homework and classes.

ESL: For students learning English as a second language.

Class List

For 8th Grade

1. Math (Basic Math, Pre-Algebra or Algebra)
2. Washington State History
3. Earth Science
4. 8th Grade Language Arts
5. PE/Health
6. _____ (Open for Elective class)



Activities

for 7th & 8th Grades

- H.S. Band: - three concerts per year
 - Four parades
 - Pep Band for home games, Districts and State for basketball and football
- H.S. Choir: - three concerts per year
 - Special occasions
 - Graduation
- J.H. Sports:
- Fall: -Girls Basketball
 -Boys Flag football
 -Cross Country
- Winter: -Boys Basketball
 -Girls Volleyball
- Spring: -Track
- Other Activities: - ASB
 - Drama

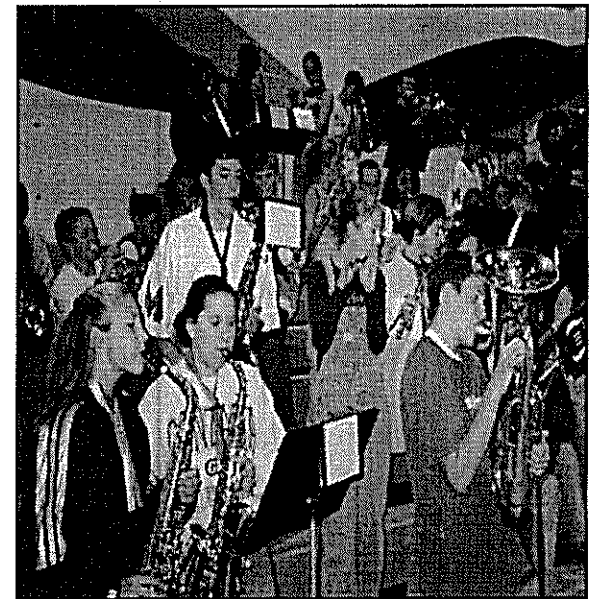
Classes taken in J.H. do not count towards H.S. credit except for Algebra and Washington State History.

10 Ways to De-Stress Your Kid

1. *Accept your child's "limitations."* A child with the capacity to get only B's or to perform only "average" in athletics or music can become guilt-ridden if he/she thinks they have done their best, but let you down.
2. *Don't compare* your child's abilities, talents or looks with those of other children.
3. *Encourage your child to express their feelings.* Tell children that it is OK to feel sad and cry. Take time to listen (really listen), without giving advice or passing judgment.
4. *Celebrate your child's accomplishments.* Go to school plays and games, post school work on the refrigerator to show him/her that you are proud of them, etc.
5. *Spend some one-on-one time* with your child.
6. *Show your child that you respect people and that you respect life.* Help him/her learn to be compassionate to the young, old, handicapped, and weak. Give them the opportunity to love an animal.
7. *Acknowledge childhood pressures.* Remember that losing a teddy bear, not being asked to a party, or not passing a pop quiz, can be as traumatic to a child as not having money to pay the rent can be for adults.
8. *Expect some rebellion* and remember that "this, too, shall pass." Don't make a big issue out of small things that bother you.
9. *Be honest* when answering questions about delicate issues such as sex, divorce, or death.
10. *Restrict and monitor TV and movies.*

Manson Secondary School

7TH-8TH Grades



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Dear Parents,

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You are invited to call and visit the school at anytime to share your expertise, concerns or ideas. We welcome your input. You may reach me at 687-9585.

Thank you for enrolling your child in our school system. We are honored to work with you to make sure your child reaches his/her full potential.
Sincerely,

*Marsha Hanson
Secondary School Principal*

Class List

For 9th Grade

1. Language Arts (9th grade Language Arts or ESL)
2. Math (General Math, Algebra I or Geometry)
3. Science (Physical Science or Survey of Science)
4. P.E./Health
5. 9th grade Social Studies
6. _____ (Open for Elective class)

Four Year Planner

9th Grade

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10th Grade

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11th Grade

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

12th Grade

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Elective Classes

For 9th Grade

Ag I: Introduces students to agriculture.

Ag Mechanics: Develops mechanical skills for use in life and around the farm.

Leadership: Develop leadership qualities for life.

Art: Learn to draw, paint and sculpt.

Child Development: Covers a child's life and development from conception to kindergarten.

Academic Assistance: Help for students with their classes and homework.

Band: Play at concerts, Pep-band and Marching.

Choir: No prior experience needed.

Keyboarding: Focus is on word processing techniques as well as spreadsheets and database

Photography: Introduction to cameras and developing film.

Annual: Help create the annual.

Fitness for Life: Learn about lifelong physical activities.

Weight Lifting: Learn proper techniques for use of weights.

Activities

for High School

- H.S. Band:
- Three concerts per year
 - Four parades
 - Pep Band for home games, Districts and State for basketball and football
- H.S. Choir:
- Three concerts per year
 - Special occasions
 - Graduation
- Fall:
- Cross Country
 - Football
 - Volleyball
- Winter:
- Basketball
- Spring:
- Golf
 - Softball
 - Baseball
 - Track
- Clubs/Groups:
- TBSC
 - International Club
 - Chess Club
 - FFA
 - ASB
 - Interhigh
 - Drama

Four Year Learning Plan

To help you plan, here are the requirements to receive a diploma from Manson High School. Students must earn at least 23 credits including the following:

- ENGLISH: 4 years
SCIENCE: 2 years
MATH: 2 years
SOCIAL SCIENCE: 3 years
(History, CWP, Leadership, etc.)
HUMANITIES: 1 year
(Art, Band, Choir, Drama)
PHYSICAL EDUCATION: 2 years
VOCATIONAL: 1 1/2 years
(Shop, Child Development, etc.)

Guide to a Four Year College

In addition to the graduation requirements, to attend a four year college, students need to take the following classes:

- SCIENCE: 3 years
MATH: 3 years college prep math
Foreign Language (must be the same):
2 years

Manson Secondary School

9TH Grade



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Dear Parent,

You make a difference! Research shows that family support is more important to school success than a student's IQ, economic status, or school setting. Your child needs to understand that a diploma or a degree is meaningless unless he/she has the math, reading, and thinking skills that go along with it. Skills, not degrees, will be the key to career success in the 21st century. I would like to invite you to become a partner with the Manson Secondary School staff in preparing your child to gain these skills.

You are invited to call and visit the school at anytime to share your expertise, concerns or ideas. We welcome your input. You may reach me at 687-9585.

Thank you for enrolling your child in our school system. We are honored to work with you to make sure your child reaches his/her full potential.

Sincerely,

*Marsha Hanson
Secondary School Principal*

Students who excel in English class have the option of taking English 111/112 through Inside Track. This is a program that offers college level work and credit in a high school atmosphere. There is a charge to be enrolled in this class.

Class List

For 10th Grade

1. English (10th Grade Language Arts, Inside Track or ESL)
2. Biology: Study of living organisms
3. Math (General Math, Geometry, or Algebra II)
4. _____ (Open for Elective Class)
5. _____ (Open for Elective Class)
6. _____ (Open for Elective Class)

Four Year Planner

9th Grade

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10th Grade

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11th Grade

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

12th Grade

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Elective Classes for 10th Grade

Ag I: Introduces students to agriculture.

Leadership: Develop leadership qualities for life.

Art: Learn to draw, paint and sculpt.

Child Development: Covers a child's life and development from conception to kindergarten.

Academic Assistance: Help for students with their classes and homework.

Band: Play at concerts, Pep-band and Marching.

Choir: No prior experience needed.

Keyboarding: Focus is on word processing techniques as well as spreadsheets and database.

Photography: Introduction to cameras and developing film.

Annual: Help create the annual.

Fitness for Life: Learn about lifelong physical activities.

Weight Lifting: Learn proper techniques for use of weights.

Spanish I: Beginning Spanish, focused on conversation.

Activities

for High School

- H.S. Band:
- Three concerts per year
 - Four parades
 - Pep Band for home games, Districts and State for basketball and football
- H.S. Choir:
- Three concerts per year
 - Special occasions
 - Graduation
- Fall:
- ASVAB testing
 - Cross Country
 - Football
 - Volleyball
- Winter:
- Basketball
- Spring:
- Golf
 - Softball
 - Baseball
 - Track
- Clubs/Groups:
- TBSC
 - International Club
 - Chess Club
 - FFA
 - ASB
 - Interhigh
 - Drama

Four Year Learning Plan

To help you plan, here are the requirements to receive a diploma from Manson High School. You must earn at least 23 credits including the following:

- ENGLISH: 4 years
SCIENCE: 2 years
MATH: 2 years
SOCIAL SCIENCE: 3 years
(History, CWP, Leadership, etc.)
HUMANITIES: 1 year
(Art, Band, Choir, Drama)
PHYSICAL EDUCATION: 2 years
VOCATIONAL: 1 1/2 years
(Shop, Child Development, etc.)

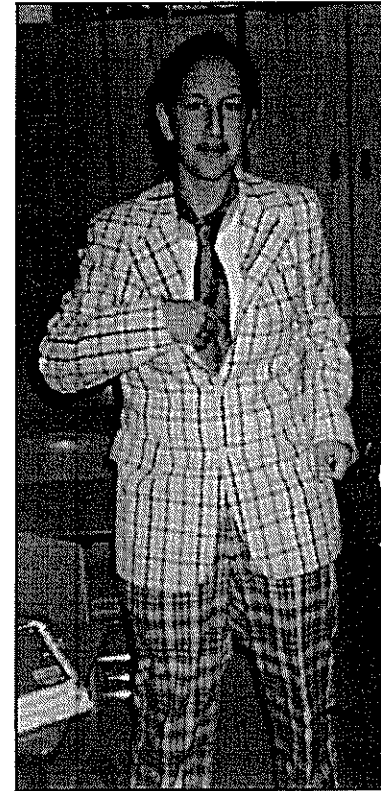
Guide to a Four Year College

In addition to the graduation requirements, to attend a four year college, students need to take the following classes:

- SCIENCE: 3 years
MATH: 3 years college prep math
Foreign Language (must be the same):
2 years

Manson Secondary School

10TH Grade



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Dear Parent,

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Thank you for enrolling your child in our school system. We are honored to work with you to make sure your child reaches his/her full potential.

Sincerely,

*Marsha Hanson
Secondary School Principal*

In 11th and 12th grade students have three advanced options for learning. First is the Inside Track program. It is available for students who need an extra challenge, offering students college level work in a high school setting. By completing these classes students also earn college credit. This option is available in Pre-Calculus, Calculus, English 111 and English 112. The second option is Running Start. In this program students travel to Wenatchee Valley College for classes. They receive college and high school credit for their classes. The third option is the Skills Center. This program offers highly technical and vocational training in a variety of work fields. Training is free and high school credits are earned. For more information on these options please contact our school counselor.

Class List

For 11th Grade

1. English (Inside Track, 11th Grade Language Arts, or ESL)
2. U.S. History
3. _____ (Open for Elective Class)
4. _____ (Open for Elective Class)
5. _____ (Open for Elective Class)
6. _____ (Open for Elective Class)

Elective Classes for 11th Grade

- Ag Mechanics: Develops mechanical skills for use in life and around the farm.
- Leadership: Develop leadership qualities for life.
- Art: Learn to draw, paint and sculpt.
- Child Development: Covers a child's life and development from conception to kindergarten.
- Academic Assistance: Help for students with their classes and homework.
- Band: Play at concerts, Pep-band and Marching.
- Choir: No prior experience needed.
- Keyboarding: Focus is on word processing techniques as well as spreadsheets and database.
- Photography: Introduction to cameras and developing film.
- Annual: Help create the annual.
- Fitness for Life: Learn about lifelong physical activities.
- Weight Lifting: Learn proper techniques for use of weights.
- Spanish I or II: Learn to read, write and speak Spanish.

Activities

for High School

- H.S. Band:
- Three concerts per year
 - Four parades
 - Pep Band for home games, Districts and State for basketball and football
- H.S. Choir:
- Three concerts per year
 - Special occasions
 - Graduation
- Fall:
- Practice SAT
 - Cross Country
 - Football
 - Volleyball
- Winter:
- Basketball
- Spring:
- Golf
 - Softball
 - Baseball
 - Track
- Clubs/Groups:
- TBSC
 - International Club
 - Chess Club
 - FFA
 - ASB
 - Interhigh
 - Drama

Four Year Learning Plan

To help you plan, here are the requirements to receive a diploma from Manson High School. You must earn at least 23 credits including the following:

- ENGLISH: 4 years
SCIENCE: 2 years
MATH: 2 years
SOCIAL SCIENCE: 3 years
(History, CWP, Leadership, etc.)
HUMANITIES: 1 year
(Art, Band, Choir, Drama)
PHYSICAL EDUCATION: 2 years
VOCATIONAL: 1 1/2 years
(Shop, Child Development, etc.)

Guide to a Four Year College

In addition to the graduation requirements, to attend a four year college, students need to take the following classes:

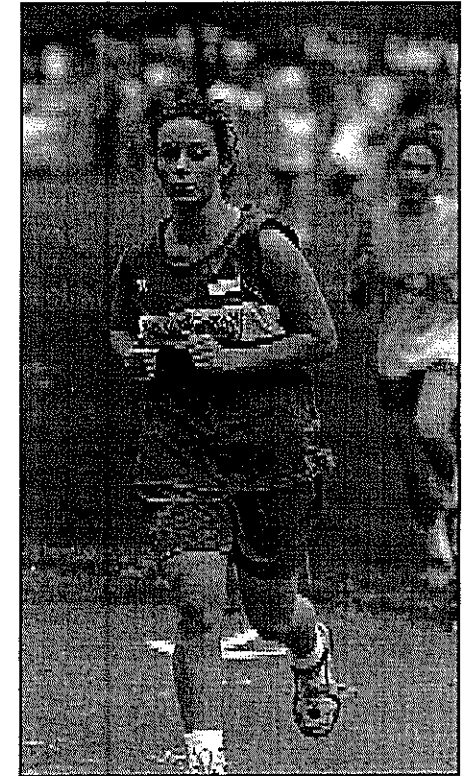
- SCIENCE: 3 years
MATH: 3 years college prep math
Foreign Language (must be the same):
2 years

Also colleges may require one of the following tests:

- SAT: Scholastic Aptitude Test, available during the spring
ACT: American College Test, available during the spring

Manson Secondary School

11TH Grade



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Dear Parents,

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Sincerely,

*Marsha Hanson
Secondary School Principal*

In 11th and 12th grade students have three advanced options for learning. First is the Inside Track program. It is available for students who need an extra challenge, offering students college level work in a high school setting. By completing these classes students also earn college credit. This option is available in Pre-Calculus, Calculus, English 111 and English 112. The second option is Running Start. In this program students travel to Wenatchee Valley College for classes. They receive college and high school credit for their classes. The third option is the Skills Center. This program offers highly technical and vocational training in a variety of work fields. Training is free and high school credits are earned. For more information on these options please contact our school counselor.

Class List

For 12th Grade

1. English (12th grade Language Arts, ESL, or Inside Track)
2. CWP
3. Psychology/Tech 2000 or Leadership
4. _____(Open for Elective Class)
5. _____(Open for Elective Class)
6. _____(Open for Elective Class)

Elective Classes

for 12th Grade

Ag Mechanics: Develops mechanical skills for use in life and around the farm.

Leadership: Develop leadership qualities for life.

Art: Learn to draw, paint and sculpt.

Child Development: Covers a child's life and development from conception to kindergarten.

Academic Assistance: Help for students with their classes and homework.

Band: Play at concerts, Pep-band and Marching.

Choir: No prior experience needed.

Keyboarding: Focus is on word processing techniques as well as spreadsheets and database.

Photography: Introduction to cameras and developing film.

Annual: Help create the annual.

Fitness for Life: Learn about lifelong physical activities.

Weight Lifting: Learn proper techniques for use of weights.

Spanish I or II: Learn to read, write and speak Spanish.

Activities

for High School

- H.S. Band:
- Three concerts per year
 - Four parades
 - Pep Band for home games, Districts and State for basketball and football
- H.S. Choir:
- Three concerts per year
 - Special occasions
 - Graduation
- Fall:
- Cross Country
 - Football
 - Volleyball
- Winter:
- Basketball
- Spring:
- Golf
 - Softball
 - Baseball
 - Track
- Clubs/Groups:
- TBSC
 - International Club
 - Chess Club
 - FFA
 - ASB
 - Interhigh
 - Drama

Four Year Learning Plan

To help you plan, here are the requirements to receive a diploma from Manson High School. You must earn at least 23 credits including the following:

- ENGLISH: 4 years
- SCIENCE: 2 years
- MATH: 2 years
- SOCIAL SCIENCE: 3 years
(History, CWP, Leadership, etc.)
- HUMANITIES: 1 year
(Art, Band, Choir, Drama)
- PHYSICAL EDUCATION: 2 years
- VOCATIONAL: 1 1/2 years
(Shop, Child Development, etc.)

Guide to a Four year College

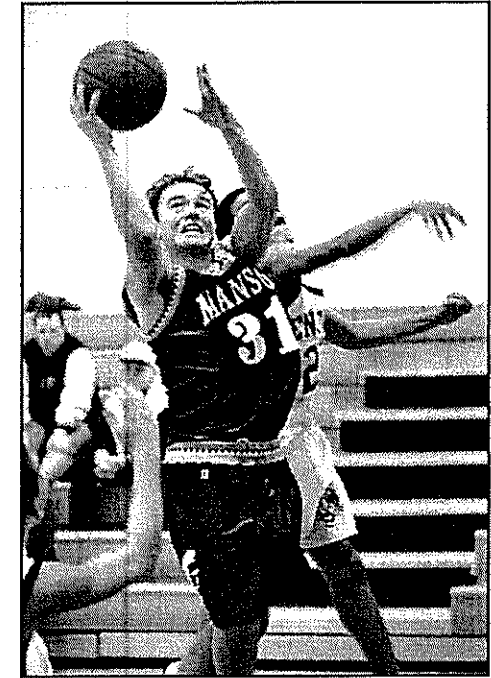
In addition to the graduation requirements, to attend a four year college, students need to take the following classes:

- SCIENCE: 3 years
- MATH: 3 years college prep math
- Foreign Language (must be the same):
2 years

Also colleges may require one of the following tests:

- SAT: Scholastic Aptitude Test, available during the spring
- ACT: American College Test, available during the spring

12TH Grade



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APPENDIX C

Foothills Middle School
Wenatchee, WA

Parent/Guardian
Informational Packet

Welcome

Wow! You have arrived! You are a middle school student and you are about to begin your most challenging year of school so far! The middle school years are characterized by a major change in the life of each student. Most students arrive as children when they enter the sixth grade and leave as young adults prepared to take on the challenges of high school.

The staff at Foothills Middle School is committed to providing a quality educational experience for each student in a positive and supportive environment. We want to invite you and your parents to become involved, and help make Foothills Middle School an outstanding school.

PLEASE READ THIS HANDBOOK. It contains information, policies and procedures that students and parents should know. It is important that you know the responsibilities you have as a part of our educational community and we hope that this handbook will help answer many of the questions that you may have. As the old saying goes, "When all else fails, follow the directions." For additional information, ask the staff or call 664-8961.

Office Staff



GARY CALLISON
Principal

JOHN WALDREN
Assistant Principal

NICK HOLSTROM
Counselor

BETTY HARTGRAVE
Office Manager

MILO ANN WINTER
Attendance Secretary

VICTORIA ANGUIANO
Assistant Secretary

FRAN MAHAR
School Nurse

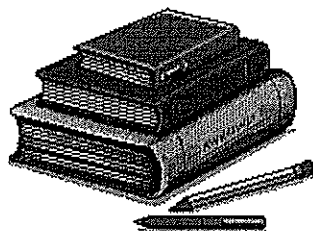
MARK HELM
Administrative Intern

The School Day

The school day begins at 8:00 a.m. in the morning and ends at 2:45 p.m. in the afternoon. School activities and athletics will be held after school from approximately 2:45 - 5:00 p.m.

Tuesday - Friday

(Homeroom)	Period 1	8:00 am - 9:00 am
	Period 2	9:04 am - 9:50 am
	Period 3	9:54 am - 10:40 am
	Break	10:40 am - 10:45 am
	Period 4	10:49 am - 11:35 am
	Period 5A	11:39 am - 12:25 pm
	Lunch 1	11:35 am - 12:05 noon
	Lunch 2	12:25 pm - 12:55 pm
	Period 5b	12:09 pm - 12:55 pm
	Period 6	12:59 pm - 1:45 pm
	Period 7	1:49 pm - 2:45 pm



See page 2 for the Monday (Learning Improvement Day) Schedule

The School Day Continued. . .

Monday Schedule

Every Monday school begins at 9:30 a.m. and ends at 2:45 p.m.

(Homeroom)	Period 1	9:30 am - 10:16 am
	Period 2	10:20 am - 10:54 am
	Period 3	10:58 am - 11:32 am
	Period 4	11:36 am - 12:10 pm
	Period 5A	12:14 pm - 12:48 pm
	Lunch 1	12:10 pm - 12:40 pm
	Lunch 2	12:48 pm - 1:18 pm
	Period 5B	12:44 pm - 1:18 pm
	Period 6	1:22 pm - 1:56 pm
	Period 7	2:00 pm - 2:45 pm

* Please get your students to school on time!

Students are welcome to enter the building for early classes, business or as the first bus arrives (7:15 a.m.) in the morning and are expected to leave, except for activities, after the 2:45 bell in the afternoon.

Closed Campus

Foothills Middle School is a closed campus.* That means that you must stay on the school grounds from the time you arrive in the morning until school is dismissed. If you need to leave during the day, you must bring a note signed by your parent (guardian) and take it to the office before classes begin for a pass or dismissal slip. If you wish to go home for lunch on a regular basis you can bring a note to the office for a permanent lunch pass. (WSD Policy #3242)

*If you need to leave during the school day for appointments or other reasons, you must **always** check out through the office. We will try to help you to arrange for private music lessons during the day, preferably during the same time when you have music at school.

The Office

The office is open from 7:45 a.m. to 4:30 p.m. daily. Come to the office if you have questions about school or need to see a principal or counselor. Attendance is handled in the office by the secretaries. All school forms are available in the office on the wall next to the entryway.

Attendance

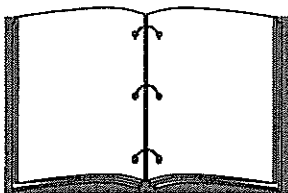
Regular and prompt attendance is the responsibility of the student and the parent(s). (WSD Policy #3120)



Excused Absences

In accordance with district policy, the only valid reasons to miss school are **illness, medical appointments, family emergencies, health condition, religious functions, disciplinary action, and required court appearances**. The school will generally excuse parent requests that have been **prearranged**. (WSD Policy # 3122P)

Attendance Continued . . .



Students who are excused have the right to make up missed work under reasonable conditions. Teachers may choose to provide alternative assignments and set reasonable time limits. Unexcused students forfeit the right to make up work.

If you are late to school, please report to the office for an admittance slip to class. If you are late to a class during the day, report directly to class. If you are absent, your parent should call the school at 664-8961 **between 7:45 and 9:00 a.m.** during the morning of the absence. Otherwise, please bring a note signed by your parent when you return to school.

Unexcused Absences (Truancy)

In accordance with district policy, a student will receive an unexcused absence and be considered truant if:

- 1) he/she is five or more minutes late to any class during the school day
and
- 2) the reason for the absence is other than those listed for an excused absence

Note: Students who receive an unexcused absence from class are subject to discipline in accordance with the district Middle School Range of Sanctions. See appendix.

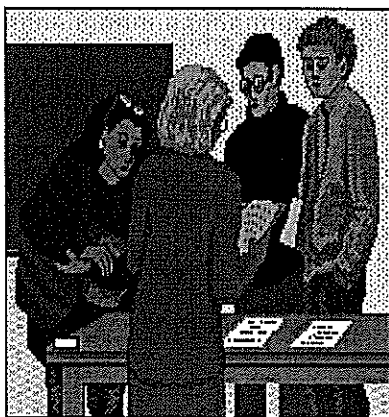
Tardies

A student will be considered tardy if they are not in their class doing what is expected when the bell rings. Each teacher may determine what constitutes a tardy once students enter their class. Tardies will be handled through Make Your Day.

Please contact us when absent...

If you are absent, and we do not hear from you, the school will follow state guidelines as mandated in the BECCA bill and try to contact your parent by telephone as soon as possible. However, for unexcused absences, the following steps will be taken:

1. The school will inform parents by phone or in writing after **one** unexcused absence in a month.
2. The school will schedule a parent conference after **two** unexcused absences within one month. The school and parent will take steps to develop a plan to adjust the school program in an attempt to reduce absenteeism.
3. If the steps taken are unsuccessful, upon the **fifth** unexcused absence during any month or the **tenth** unexcused absence during the current school year, the school shall refer the student to the district community truancy board.



Attendance Continued . . .



*** Most Frequently Asked Questions ***

Why must I take the time to provide a parent excuse for my

We really need your help! By law, the office is required to accurately record all student attendance information. Accurate attendance information enables the school to make **informed** decisions for all of our students. The better the information, the better the decisions made in an effort to support and encourage each student's participation and success at FMS.

What kind of information should I include in a parent excuse?

Important information in a parent excuse should include: the student's name, the date(s) of the absence, the date the excuse was written, and the reason for the absence(s).

Isn't any parent excuse good enough for my child to receive an excused absence?

Only those excuses that are in accordance with state law and school district policy are considered excused absences (i.e. illness, medical appointments, family emergencies, health condition, religious functions, disciplinary action, and required court appearances).

If I have any questions regarding my child's absences, what can I do?

Please call the school office and ask for the attendance secretary. If you have any further questions, please ask to be referred to the assistant principal or principal for further assistance.

The Counselor

The school counselor is located in the school office. If you have a problem, you may request to see Mr. Holstrom. He can help you with problems by providing social, emotional, academic and group counseling. In addition, he can help you and your parents find community based counseling programs. If you wish to see Mr. Holstrom, **please sign up on his appointment calendar next to his office.**

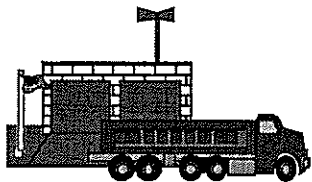
Medication

You cannot take any medicine including prescriptions and over-the-counter drugs, such as aspirin at school unless the proper authorization form has been completed by your parents. **The form is available in the office.** Please do not ask the school or your friends for any medicine, including aspirin. (WSD Policy #33416P)

If You Injured Yourself

If you are injured at school, you should tell your teacher immediately. If necessary, the teacher will send you to the office for assistance. First aid will be administered and your parents will be contacted if necessary. Please understand that the school is not liable for doctor or hospital bills resulting from school accidents. School insurance applications are available through the office at your request.

Flunking Emergency Drills



We are required to have a fire drill at least once a month in addition to practicing other emergency safety procedures. It is very embarrassing to flunk these drills. When the alarm sounds, or the drill is announced on the P.A., students are to follow their teacher's directions quickly and **silently** in an orderly fashion. **Please remain with your teacher and class.**

The Elevator

Foothills Middle School has an elevator for student use when a student is unable to go up and down stairs. If you are unable to use the stairs, come to the office to make arrangements. You may have **one other student assist you in the elevator.** Keys are checked out one day at a time and need to be returned to the office **daily!** A five dollar fee is charged for a lost elevator key.

Stairways And The Balcony

Foothills Middle School is different from many other middle schools because it has open stairways and a balcony over the Commons. We ask that you use caution and respect the rights of others in these areas. Keep to the right on the stairways and keep one foot on the ground at all times. Please do not run, skip or push because you may endanger yourself or other students.

The Associated Student Body (ASB)

When you enroll at Foothills Middle School you become a member of the student body. This gives you the right to vote in elections and participate in some student activities. However, to participate in extra-curricular activities including running for an ASB office you must purchase a SAT card for the year. The cost of the SAT is \$10.00. This fee helps pay for assemblies, student activities, student projects and athletic uniforms and other equipment.

Lockers

All students will be assigned a hall locker in which to keep their belongings. Each locker will have its own combination which you need to keep to yourself. All P.E. students will be assigned a locker in which to keep their P.E. equipment and clothes. **To maintain the security of your locker please do not share your combination with other students.** **Lockers and desks belong to the school which reserves the right to open them anytime to check for cleanliness, books, or contraband.** Locker inspections will be held periodically. Do yourself a favor and keep your locker well-organized. If you have any problems with your locker, please contact the office immediately. (Policy #3232P)

Telephones



The telephones in the office and classrooms are reserved for school business and emergency student use. Please ask your teacher for permission to use the classroom phone. Please do not ask to use the phone to call home to make arrangements after school. These plans should be made before you leave home in the morning. Please do not ask to use the phone to call home to make arrangements after school. These plans should be made before you leave home in the morning.

Hall Passes

Students are not allowed out of the classroom during class time unless they have a hall pass from their teacher. This includes going to or from the restroom or office. Only one student is allowed out of a classroom at a time.

Make Your Day

The purpose of Make Your Day at Foothills Middle School is for every student to take responsibility for his/her actions and to come to school ready to learn. It is our belief that excellent citizenship is promoted by emphasizing personal responsibility. The Make Your Day program provides a consistent school-wide citizenship program and management structure which involves students in learning important life skills. The Foothills Middle School staff have high expectations for all students on the way to school, during school, and on the way home from school. The two rules at the heart of the Make Your Day program are: 1) no student has the right to interfere with the learning and safety of others; 2) do what is expected and do it the best you can.

Make Your Day encourages students to take responsibility for their actions. Students are expected to follow school-wide guidelines throughout their day, including attendance and academic performance. In meeting these expectations, students are challenged to work up to their potential. Students' efforts are monitored and rewarded throughout the school day and the school year. Problem-solving skills are developed as students are given the opportunity to analyze their behavior and **develop strategies that lead to their success in school**. However, if a student's misbehavior continues to interfere with the learning or safety of others they will be subject to school discipline in accordance with district policy.

Three Foundational Beliefs of the Make Your Day Program Are:

1. Parents must be directly involved in their student's academic and behavioral progress.
2. All students are capable of achieving success.
3. Making appropriate choices at school, coupled with open communication between home and school, will encourage student success.

For more information on the Make Your Day program at Foothills Middle School, refer to the Make Your Day Handbook which will be distributed at the beginning of the school year.

Visitors, Guests,



Foothills is a friendly school, but there are too many people here to allow you to bring guests or pets to class. All visitors who come to FMS on school business must register at the office upon arrival at school at **all times**. Parents are always welcome and should check with the office so that we may assist you as needed. Otherwise, **no visitors are allowed on campus**. (Policy #4311P)

Somebody Always Finds Out

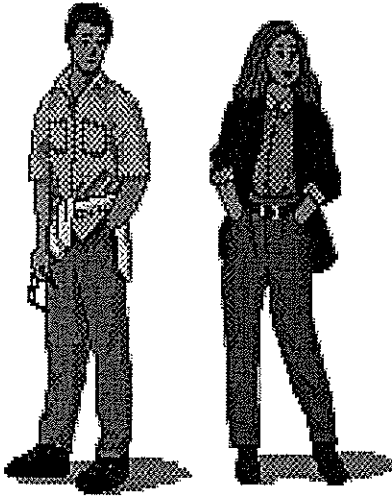
We believe that communication between the school and home is very important student success. Teachers will send progress reports home about halfway through each quarter and may contact parents by phone to celebrate successes and discuss concerns about student progress or behavior. Report cards are shared with parents at conferences after first quarter and mailed home the remaining quarters. Teachers have one preparation period and phones in their classrooms so parents are urged to contact teachers by calling 664-8961 when they have concerns or questions about their child or the school program.

Personal Belongings

Please do not bring valuable personal belongings to school unless arrangements are made with your classroom teacher. Toys, walk man, radios, cassette players, etc. should be left at home to minimize the risk of being lost or stolen at school. However, if you chose to bring them to school, you do so at your own risk. Please leave those belongings in your locker and take them home at the end of the school day.

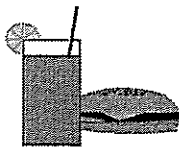
Clothing

Foothills Middle School is dedicated to preserving a beneficial learning environment and assuring the safety and well-being of all students. Clothing worn at school should be made in consultation with parents. The following district guidelines are intended to assist students and parents in making reasonable choices in matters of dress. These guidelines are district guidelines which will affect all of the schools (K-12) in the Wenatchee School District.



1. the wearing of **any covering over the head is prohibited**. This includes, but is not limited to hats, bandanas, scarfs, hair nets, etc.
2. clothing articles that inappropriately reveal body areas of the shoulder, back chest, waist, and upper thighs are prohibited. This includes, but is not limited to **tank tops, halter tops, midriff shirts, skirts and shorts above mid thigh, cutoffs, which are not hemmed, exposed underwear/undergarments, holes in clothing exposing inappropriate body areas.**
3. clothing and/or other accessories that would be considered a safety hazard or could result in injury to the individual or others, and that would be considered a disruption to the learning environment are prohibited. This includes, but is not limited to **chains, sharp protruding objects affixed to necklaces, collars, bracelets and rings.** A disruption to the learning environment occurs when the student's conduct is inconsistent with any part of the educational mission of the school district. **Prohibited conduct includes the use of obscene, sexual, drug or alcohol-related apparel, or dress of the opposite sex.** (WSD Policy #3224P)

Food



Eating and drinking beverages is allowed only on the tiled area in the cafeteria. Please do not eat outside or in the entrances to the building or on the carpeted areas. Teachers may give special permission to eat in their own classroom. **Gum is not allowed at school.**

Teacher's Aide

The duties of a teacher's aide, instructional aide, office aide or a library aide are very important to the smooth operation of Foothills Middle School. Student aides provide helpful assistance to the staff and students at our school. Because the positions require service, self-direction, and added responsibility, application for a position should be considered carefully by the student.

A student will be scheduled into a semester aide position if the following criteria are met:

1. A staff member has requested his/her assistance.
2. The student is passing all of his/her classes.
3. The student is a good citizen meeting the quarterly Make Your Day expectations with no suspensions or expulsions during the time of service.
4. The student aide will serve in only one aide position during the semester.
5. The student has written parental permission.

Serving as TA at FMS is a privilege. Student TA's are appreciated for their willingness to assist in the operations of our school and in their service as ambassadors to our community.

To Be In Good Standing

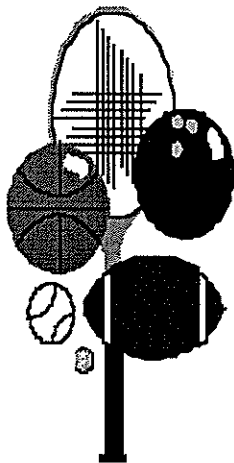
To hold and retain elective office or receive citizenship awards and recognition, a student must be in good standing. This means that during the current or past semester the student shall not:

1. have been involved in the use or possession of tobacco, alcoholic beverages, illegal drugs or controlled substances
2. have engaged in activities at or away from school that are detrimental to the student's citizenship or the good reputation of the school

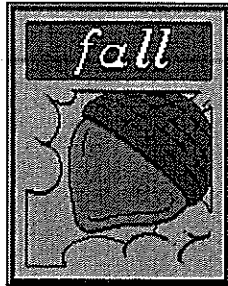
To Be Eligible

To be eligible to participate in after school activities, hold an ASB office or participate in school athletics the student must:

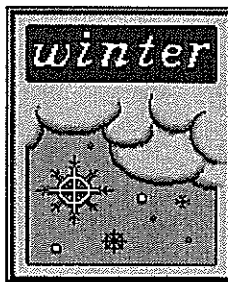
1. **be in good standing** with no serious or major disciplinary action pending
2. be making reasonable academic progress, passing at least five basic education classes (there can be no U's, or F's on the last report card)
3. have purchased an ASB sticker
4. be in attendance on the day of the activity unless excused by the office
5. have completed and signed the Athletic/Activities contract
6. have completed a physical exam, medical insurance, and safety guidelines where appropriate.
7. not have reached their 15th birthday prior to June 1 of the previous year



MIDDLE SCHOOL ATHLETIC FIVE SEASON PROGRAM



Season: Fall	Sport	Grade
Sept. 7 - Oct. 16	Girls' Softball	7/8
	Boys' Baseball	7/8
	Boys'/Girls' Tennis	7/8
	Boys' Flag Football	6
	Girls' Volleyball	6
	Boys'/Girls' Cross Country	6/7/8



Season: Winter 1	Sport	Grade
Oct. 19 - Dec. 15	Boys' Basketball	6/7/8
Season: Winter 2		
Jan. 11 - Feb. 19	Girls' Basketball	6/7/8
	Boys' Wrestling	6/7/8



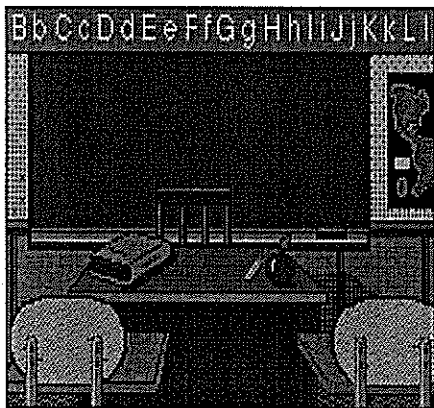
Season: Spring 1	Sport	Grade
Mar. 1 - April 27	Boys' Football	7/8
	Girls' Volleyball	7/8
	Girls' Soccer	7/8
	Boys' Swimming	6/7/8
Season: Spring 2		
April 28 - June 4	Girls' Swimming	6/7/8
	Boys' Track	6/7/8
	Girls' Track	6/7/8
	Boys' Soccer	7/8

Athletic Clearance Procedures

All students must complete the following obligations before being allowed to participate in an athletic practice, event or contest:

1. have a record of a physical examination on file in the office (good for one calendar year);
2. show proof of adequate medical insurance or purchase medical insurance through the school program;
3. purchase an ASB sticker;
4. have a signed parent permission slip on file in the office;
5. have an emergency information on file in the office;
6. have a completed and signed Athletic/Activities contract on file;
7. be a bonafide resident of the Wenatchee School District; and
8. be under 15 years of age prior to June 1 of the current school year.

Student Discipline Policy



At Foothills Middle School, we believe that all students should have the opportunity to learn free from fear, harassment, and distraction. As a school, we are committed to work together with students and parents to establish the best possible learning environment at FMS. It is our belief that everyone at FMS should **a mutual respect and courtesy for one another** so we may all share in a quality school experience.

For a detailed explanation of the discipline policy of FMS, please refer to the appendices in the back of the student handbook.

Appendix A: School Discipline Infractions and Sanctions
Grievances/Hearings/Appeals (Page 11)

Appendix B: Middle School Range Of Sanctions (including
"exceptional misconduct") (beginning page 12)

Appendix C: Internet Use

APPENDIX A: SCHOOL DISCIPLINE AND SANCTIONS GRIEVANCES/HEARINGS/APPEALS

School Discipline

School discipline refers to any form of correction or action other than suspensions or expulsion, or emergency expulsion. It may include the exclusion of a student from a class **not exceeding the balance of the immediate class or activity**. School discipline infractions include, but are not limited to the following: gum, candy, food, unexcused tardiness, inappropriate dress, running, snow violation, littering, assembly or activity misbehavior, failure to follow directions, cheating, defiance of school authority, disruptive behavior, forgery, inappropriate display of affection, truancy, obscenity, malicious mischief. For additional information, to Appendix B: Middle School Range Of Sanctions.

Exceptional Misconduct

Exceptional misconduct refers to any student misconduct that is a violation of district rules, and that is so serious in nature that short-term suspension, long-term suspension or emergency expulsion may be imposed without prior alternative corrective action or consequences (refer to Appendix B: Middle School Range Of Sanctions).

Grievances, Hearings, Appeals

School Discipline/Short-term Suspension

Any student and parent, or guardian who disagrees with the imposition of discipline or short-term suspension has the right to an informal conference with the building principal or designee for the purpose of resolving the disagreement.

Long-term Suspension/Emergency Expulsion, Expulsion

If a student is long-term suspended, expelled, or emergency expelled, then the student and his/her parent(s) or guardian(s) may appeal the decision and shall reply to the notice of opportunity for a hearing and request a hearing within three (3) school business days after the receipt of notice. A request for a hearing shall be provided to the District employee specified in the notice of opportunity for a hearing, or to his/her office. A request for a hearing shall be in writing.

Important: For a more detailed explanation of the due process for grievances and hearings, please request a copy of the Wenatchee School District Discipline Policy at the Foothills Middle School office.

Appendix C: Wenatchee School District Acceptable Network Use Guidelines

Network

1. All use of the system must be in support of education and research and consistent with the mission of the district. District reserves the right to prioritize use and access to the system.

2. Any use of the system must be in conformity to state and federal law and district policy. Use of the system for commercial solicitation is prohibited.

3. The system constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.

4. No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified or abused in any way.

5. Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system/or damage the components of a computer or computing system is prohibited.

6. Users are responsible for the appropriateness and content of material they transmit or publish on the system. hate mail, harassment, discriminatory remarks or other antisocial behaviors are expressly prohibited.

7. Use of the system to access, store or distribute obscene or pornographic material is prohibited.

8. Subscriptions to mailing lists, bulletin boards, chat groups, and commercial on-line services and other information services must be pre-approved by the district.

Security

9. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.

10. users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.

11. Communications may not be encrypted so as to avoid security review.

12. Users should change passwords regularly and avoid easily guessed passwords.

Personal Security

13. Personal information such as addresses and telephone numbers should remain confidential when communicating on the system. Students should never reveal such information without permission from their teacher or other adult.

14. Students should never make appointments to meet people in person that they have contacted on the system without district or parent permission.

15. Students should notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.

Copyright

16. The unauthorized installation, use, storage or distribution of copyrighted software or materials on district computers is prohibited.

General Use

17. Diligent effort must be made to conserve system resources. For example, frequently delete E-mail and unused files.

18. No person shall have access to the system without having received appropriate training, and a signed and received approval in the form of an Individual user Release form just be on file with the district. Students under the age of 18 must have the approval of a parent or guardian.

19. These regulations are not intended to preclude the supervised use of the system by students while under the direction of a teacher or other approved user acting in conformity with district policy and procedure. All student use is to be under the supervision of the teacher or other designated staff.

From time to time, the district will make a determination on whether specific uses of the system are consistent with the regulations stated above. under prescribed circumstances the use by individuals other than students or staff may be permitted, provided such individuals demonstrate that their use furthers the purpose and goals of the district. For security and administrative purposes the district reserves the right to review system use and file content by authorized personnel. The district reserves the right to remove a user account on the system to prevent further unauthorized activity. The district's wide-area network provider (WEEdNet) reserves the right to disconnect the district to prevent further unauthorized activity.

Violation of any of the conditions of use may be cause for disciplinary action.