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## ABSTRACT

The source book is designed for parents of American Indian children. The primary objectives are to provide: basic information on the operation of Federal and public schools; practical suggestions on how parents can become involved; and guidelines for the parents to better prepare their children for educational success. Topics include duties of administrators, school services, funding, curriculum, parent-teacher relationships, parents' role in motivating the child, and a self-help guide for a behavior modification program at home. Also available with this source book are 2 slide/cassette presentations. They are "Help Begins at Home": a presentation designed to provide Indian parents with practical suggestions for preparing their pre-school children for school; and "Passing of the Sun": a presentation which provides information on school operations, administration, and parental involvement. (Author/FF)

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JUNE 1973

by: James E. Biglin, Ed. D.  
Wayne Pratt  
Northern Arizona University  
Flagstaff, Arizona

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ERIC Clearinghouse on Rural Education and Small Schools  
Announces the Availability of

INDIAN PARENT INVOLVEMENT IN EDUCATION:  
A BASIC SOURCE BOOK

and  
SLIDE/CASSETTE PRESENTATIONS

by  
J. E. Biglin

Source Book:

Book is designed for practicality and prepared especially for parents of American Indian children. The primary objectives are: to provide basic information regarding the operation of federal and public schools; to provide practical suggestions on how the parents can become involved; and to provide guidelines for the parents to better prepare their children for success at school. Topics include duties of administrators, school-services, funding, curriculum, parent-teacher relationships, "home start" principles, and a self-help guide in developing a behavior modification program at home.

Price: \$1.95.

Slide/Cassette Presentations:

"Help Begins at Home": A presentation designed to provide American Indian parents with practical suggestions in regards to preparing their pre-school children for success at school.

Time: English - 17 minutes.

Price: \$10.95.

Navajo - 30 minutes.

\*Other Indian languages.

"Passing of the Sun": A presentation which provides information concerning school operations, administration, and parental involvement with the school.

Time: English - 17 minutes.

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Navajo - 30 minutes.

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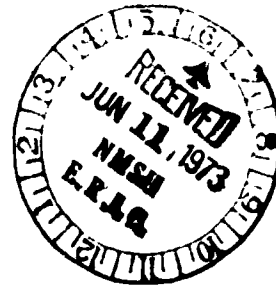
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INDIAN PARENT INVOLVEMENT IN EDUCATION:

A Basic Source Book

ERIC Clearinghouse On Rural Education and Small Schools  
Las Cruces, New Mexico

June, 1973

This publication was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

The booklet may be duplicated in whole or in part, whenever such duplication is in the interest of bettering education.

## A FOREWORD: TO INDIAN PARENTS EVERYWHERE

This book is for you. It was written for you.

Hopefully, you will find it an interesting and exciting book. It will tell you many things about schools and the education of your children. Most of all, it was written to tell you how you might become more involved in the education of your children.

\* \* \*

The book is organized for easy reference. Look at the Table of Contents and select the items that interest you most in learning about schools and the total educational process. You may want to study the entire book in an adult education class; or, you may want to discuss some parts of it when parents and teachers meet together.

- Biglin and Pratt

## ACKNOWLEDGEMENTS

The idea for this Source Book grew partly out of a survey conducted in 1971 among five hundred and twenty (520) reservation parents.<sup>1</sup> That survey indicated that the parents desired to become more involved in the educational process of their children and desired to know specific ways in which this involvement might be brought to fruition. Many of the ideas and contents contained in this booklet grew out of their suggestions, and it is to these Indian parents that we owe our gratitude.

In addition, numerous public school administrators and teachers, the Education Division of the Bureau of Indian Affairs, and the State Departments of Public Instruction, Indian Education Division, in the States of New Mexico, Arizona, Utah, Colorado, Oklahoma and California, provided valuable input and evaluations.

A special note of acknowledgement must go to the individuals who contributed directly to the writing and preparation of this Source Book. They gave generously of their time and talents in the hope that this would be a useful tool in enhancing the democratic processes in education. They are:

---

<sup>1</sup>The Kayenta Report: A Study of Parental Attitudes and Values Towards Education on the Navajo/Hopi Reservations.  
Southwestern Behavioral Institute, Flagstaff, Arizona, 1971.

Everett D. Edington, Ed. D., Director, ERIC/CRESS, New  
Mexico State University, Las Cruces, New Mexico

Franklin Freeland, Project Monitor

Evaluation Workshop Participants:

Fred Johnson  
Bahe Greyhat  
Keith H. Smith  
Dan Taylor  
Marlin E. Scott  
Taylor Dixon  
Dan S. Benally  
George Hubbard  
Guy Gorman, Sr.  
Samuel Capitan

Wayne T. Pratt, Consultant

Bob King, Field Coordinator

Mamie Sizemore, Field Test Evaluator

Wylie C. Smith, Public Information Writer

Mary Ann Biglin, Secretary

-James E. Biglin, Ed. D.  
Project Investigator

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## INTRODUCTION

"Our ways will never change. We have derived from the blankets of the night atmosphere. We have ground at our feet; our holy ceremonies at our heads; lightning wrapped around us; many rugs around us. We must relate our culture to our children's education or they will lose their identity."<sup>2</sup>

-Indian Parent

As the Indian parent says in the above quotation, the Indian parent must be involved in the educational program of their children or the child may lose his identity... may not know who he is, where he is going, or what he wants to become. To be told one thing at home and another thing at school can sometimes confuse the child. Therefore, home and school need to cooperate in order to teach the child the best of both worlds.

This handbook is designed to relate Indian culture to the education of Indian children through parental involvement.

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<sup>2</sup>Ibid., Part III, p. 2.

Indian parents have always helped out at schools. They have served as room mothers, chaperones, made costumes, helped with parties, field days and athletic events. They have learned much about the schools, its problems and its programs.

As the Indian parent said in the above, the need for parent involvement in the education of Indian children is necessary if the child is to know who he is. Indian parent involvement in both the policy and the day-to-day operational levels of the schools is absolutely essential.

Tribes are anxious for more Indian participation in the vital operations of the school. Many Federal aid programs now require Indian advisory assistance.

Many Indian parents simply want to know more about the school, its total program and how their children fare at every step of the process. Most Indian parents are willing and want to help more.

This Basic Source Book is designed with two objectives in mind. They are:

1. To provide basic information about the operation of the Reservation public and Federal Indian schools in your state; (this fundamental information is a prerequisite to more effective Indian parent participation), and;
2. To provide practical suggestions to Indian parents as to how they can help with the education of their children.

While some information used refers to specific local or state situations, the basic information and suggestions will usually apply to most schools in most states. For specific or detailed information concerning your state, contact the State Department of Public Instruction in your own state.

-James E. Biglin, Ed. D.  
Professor of Education and Psychology  
Northern Arizona University  
Flagstaff, Arizona

-Wayne T. Pratt  
Consultant  
Arizona State University  
Tempe, Arizona

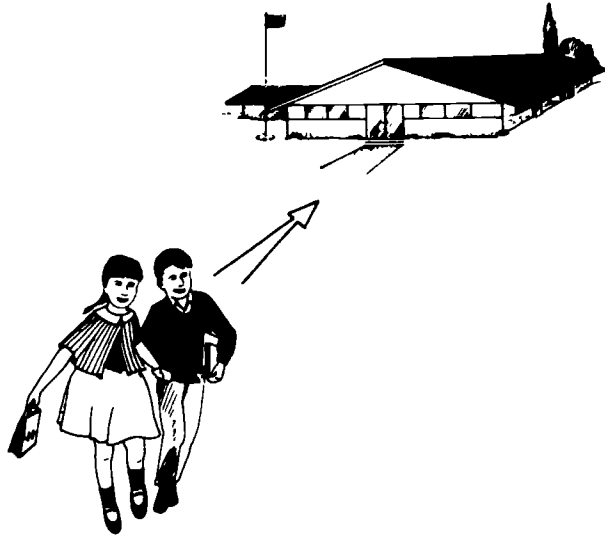


PART A

WHAT INDIAN PARENTS SHOULD KNOW ABOUT THE  
OPERATION OF THEIR SCHOOLS

# CHAPTER I

## SCHOOLS FOR INDIAN CHILDREN



## CHAPTER I

## SCHOOLS FOR INDIAN CHILDREN

Indian children attend public, federal, mission and private schools. Many of the treaties with Indian tribes provided for the establishment of schools for Indian children. The Congress has also provided schools for Indian children when other facilities were not available.

Since the mid-1930's, the trend has been toward increased enrollment of Indian children in the public schools of the state where they reside. The States of California, Idaho, Michigan, Minnesota, Nebraska, Oregon, Texas, Washington and Wisconsin have accepted major responsibility for the education of Indian children.

The Bureau of Indian Affairs publishes a yearly statistical pamphlet concerning Indian education in those states where the BIA has jurisdiction over Indian reservation lands. Based on the BIA statistical pamphlet for the fiscal year 1971 (school year 1970-1971), more than two-thirds (68.8%) of all Indian children enrolled in schools attended public schools along with other children. The same year, of those enrolled, 25.7% attended federal schools, and 5.5% attended mission and other schools.

2.

See the following table for the number of Indian children enrolled in various types of schools listed by Indian Bureau areas, separate agency jurisdictions, and states. Alaska includes all native children ... Indians, Eskimos, and Aleutians.

Some Indian groups are interested in operating their own schools as private schools. Four (4) such schools are operating at the time of this report. The first, Rough Rock Demonstration School, opened in 1966, operates under a corporation formed by a Navajo Tribal organization. Its policies and programs are controlled by a School Board. The school opened as an elementary boarding school and is now in the process of developing a high school. The school is funded under a contract with the BIA and has received grants for special programs through the Office of Economic Opportunity.

A second contract private tribal school is operated by the Pima Indians at Blackwater, Arizona. This school is limited to students in the pre-primary (beginners) and first grade. The school also serves as an important community center.

A third contract school was opened by the Arapahoe Indians at Ethete, Wyoming in 1971. It offers a high school program stressing tribal history and other culture based studies.

The fourth school is in Borrego Pass, New Mexico and was opened in 1972. It is operated also under a Navajo

TABLE I

## INDIAN SCHOOL ENROLLMENTS BY STATES (F.Y. 1971\*)

State	Federal Schools	Public Schools	Mission and Private Schools	Total
Arizona	19,304	22,510	5,287	47,101
Alaska	6,566	14,855	583	22,004
Colorado	85	711	32	828
Florida	157	273	34	464
Idaho	56	1,816	211	2,083
Iowa	69	169	17	255
Kansas	113	940	44	1,097
Minnesota	18	4,816	396	5,230
Mississippi	1,419	141	56	1,616
Montana	820	9,018	1,753	11,591
Nebraska	73	859	53	985
Nevada	201	1,676	146	2,023
New Mexico	9,844	20,770	2,859	33,473
North Carolina	1,237	560	22	1,819
North Dakota	3,631	3,492	1,285	8,408
Oklahoma	1,759	35,374	1,739	38,872
Oregon	33	966	75	1,074
South Dakota	4,546	4,477	2,209	11,232
Utah	1,025	1,671	208	2,904
Washington	373	6,863	616	7,852
Wisconsin	----	2,150	----	2,150
Wyoming	104	1,080	324	1,508

\*Based on statistics kept by the Bureau of Indian Affairs

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corporation and provides classes for local children in the pre-primary and lower elementary school grades.

#### Local Public School Districts

The basis for the educational organization of the county and state is the local school district. Each school district covers a specified geographic area in the county. School districts seldom cross county lines. School districts can be changed to include unorganized territory, to include parts of an organized district, to form new districts and to annex one district to another district.

Some states do have some county-wide school districts, like New Mexico, while others have all county-wide districts, like the State of Nevada.

The procedures for changing a district are given in the School Code or compiled Education Law Book of the state. Technical questions that parents or patrons of the public schools may have about public school districts should be referred to the County School Superintendent.

Most of the Indian reservations are now in public school districts of the states where the reservations are located. A principal exception is in Arizona where portions of the Gila River, Salt River, Fort McDowell, and Papago reservations still contain unorganized territory with respect to public school district organization.

### Local School Boards

The public schools of each state are governed by local school boards elected by the people in the school district. In some school law, school boards are referred to as Boards of Trustees. School board members usually serve without compensation. A notable exception is in the State of Utah where board members receive a small fixed fee for their service. The clerk of the school board in large school districts may be allowed a reasonable compensation for service to the board.

### Federal School Boards

All Navajo schools and most all of the other BIA schools nation-wide have advisory school boards. Though official training in how to be a school board member is not required, it is sometimes most helpful. For example, on the Navajo reservation over three hundred (300) advisory school board members have been in training for three years and have reached a high level of experience and skill in the operation of their local community schools. Navajo community school boards operate under an Act known as The Navajo Tribal Community School Board Act, adopted by the Navajo Tribal Council on August 8, 1969. While the final authority still rests with the BIA, most community school boards have not found the advisory status a drawback, but are using the time to gain valuable

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experience and skill in community service.

Other advisory boards in BIA schools in other reservation areas operate generally under the education committees of the tribes.

#### What Does A School Board Do?

The functions of a public school board are defined by school law. One state lists some of the important duties as:

1. To maintain schools for at least 175 days yearly;
2. To enforce courses of study and select textbooks from lists provided by the State Board of Education;
3. To provide transportation for children when it is in the best interest of the district;
4. To purchase equipment and supplies;
5. To construct buildings when directed by a vote of the district;
6. To employ and fix salaries of the school staff; and,
7. To examine carefully the management, conditions, and needs of every school in the district.

So important is parent and patron involvement in local school affairs that school law often makes special provision for advisory meetings of school district electors.

Many parents may want to know what the specific duties of a school board are. These are discussed in greater detail in the section that follows.



### Duties of the BIA Advisory School Boards

The overall functions of an advisory school board are much the same as a public school board except that the final authority rests with the BIA. Stated in another way, the first duty of an advisory school board is to give policy direction to a school. Policy means a course of action. It means pre-determined directions to the administration of the school.

One kind of policy direction given to the administrator of the school is on the use of school buildings for community initiated programs and activities. The board develops policy guides for all the important operations of a school.

The board helps to build a good total school program and sanctions curricular changes. Much of a school program has been standardized through years of development, but there is always a place for innovative programs to meet special needs of children and special emphasis that the community feels should be made.

The school board builds good public relations with the agency and community organizations to improve coordination, cooperation and good communication. This keeps a community working together.

The school board fosters parent involvement. The school board is a go-between the parents and the school. This is a good way that parents' input finds its way into the school program.

8.

The school board can be particularly effective and helpful in the enrollment of all Indian children in schools.

The school board can be of help in solving local problems.

A very important function of a school board is the selection of a principal and other key personnel. While the final authority rests with the BIA, advisory school board recommendations are being followed in the selection of most school employees.

The school board should help develop the major aims and goals for the school. One school board at Borrego Pass, New Mexico, identified seven (7) major aims for its school. They are:

1. To foster the best possible school environment that will encourage Indian children to develop positive attitudes about learning;
2. To make the most of the early years when children are impressionable and can learn so much;
3. To build a good foundation so children can, and will, want to go on to high school and college;
4. To start children early thinking about and developing a foundation for future trades and professions;
5. To develop the child's full potential so he will not be dependent, but learn to be professionally competent;
6. To stress the past ways of livelihood of the Navajo through their sheep, cattle, weaving, silversmithing, etc., and yet to have the child recognize that life is changing so he can look to and prepare for the future; and,

7. To help children appreciate and retain their full heritage because it is believed they will be stronger if they know their own ways of life.

Besides major aims, a school board should help develop specific goals to try to accomplish in a single year. Some examples are: 1) to enroll all children the first day of school; 2) to improve attendance; 3) to secure playground or other equipment; and 4) to develop an evening study hour.

Someone has summarized the functions of a school board in a single statement: It is that the school board runs the administrator and the administrator runs the school. This means the school board gives policy directions and the administration carries out the directions given.

#### Where to Find More About School Boards

Much about public school boards is found in the laws of each state. When any legal question is involved, the place to find the answer is in the laws that govern all public school operations. These may be found compiled into one book. All public schools will have a copy of this book and it can be examined upon request.

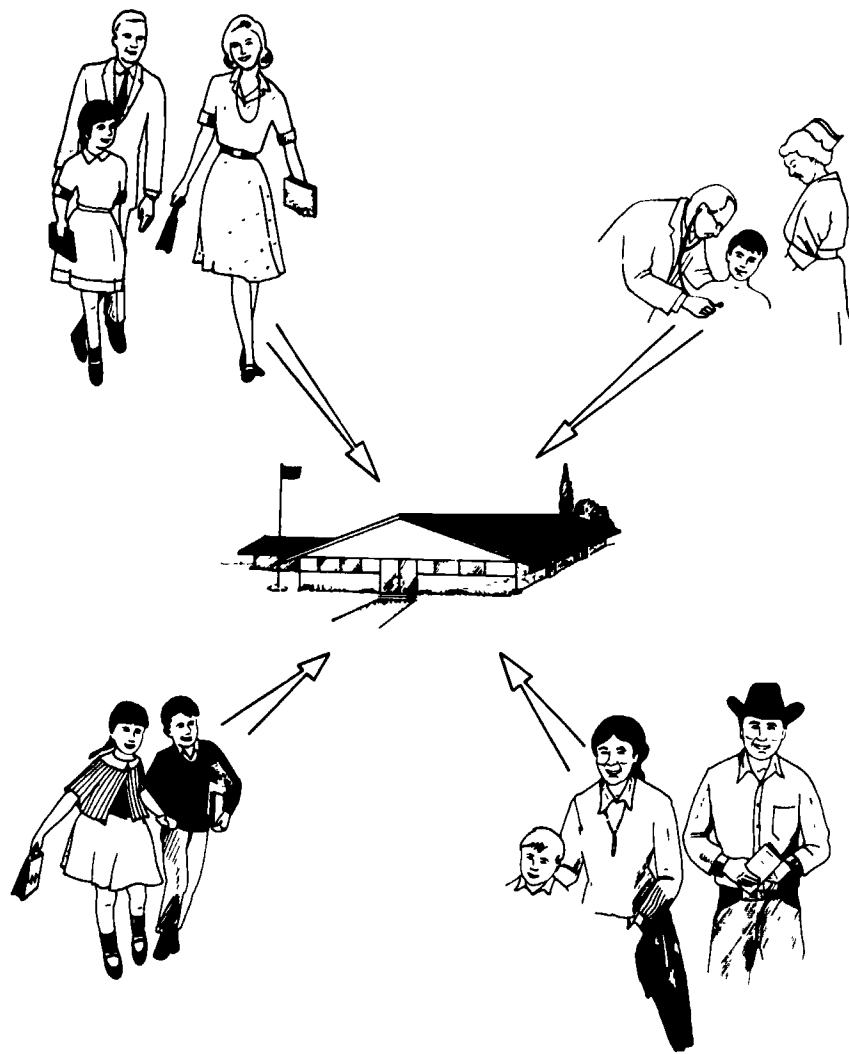
Most, if not all of the states, have school board associations. Many of these publish guide books for public school boards. Ask the school principal about the guides published by the school board association in your state.

10.

The BIA has issued a guide for community involvement in educational programs. It is called BIA School Board Handbook, 1969. All BIA schools should have a copy.

The Navajos have a special school board publication. It is called A Manual For Navajo Community School Board Members. A copy of this manual may be requested from the Education Division, Navajo Area Office, Bureau of Indian Affairs, Window Rock, Arizona.

CHAPTER II  
THE ADMINISTRATIVE SIDE TO  
SCHOOL OPERATION



## CHAPTER II

## THE ADMINISTRATIVE SIDE TO SCHOOL OPERATION

There is an administrative side to operating schools. It has to do with the paper work, hiring practices, purchasing supplies, keeping records, maintaining buildings and literally hundreds of other administrative details. Much of the policy concerning the administration of public schools is set by state laws. At the same time, much of the administrative policy is set by federal laws for BIA schools.

In addition to the state and federal laws that schools must follow, there are regulations which give much greater detail on how the intent of the laws are to be followed. An agency of the state and agencies of the Federal Government are given the responsibility for developing the regulations for carrying out the intent of the state and federal laws pertaining to education and schools.

In all the states, the laws passed by the Legislature for or effecting public schools have been compiled into a single book. It is often referred to as the School Code. Parents or parent groups may have occasion to see the School Code and to become acquainted with its general contents. It cites the law on such items as compulsory attendance, qualification standards

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for school employees, how to form or change a public school district, state financial aids to schools, and many, many other things.

The Civil Service Commission in the Federal Government is charged with the responsibility of developing regulations for federal employee laws. These regulations effect all federal employees in BIA schools. The BIA itself develops regulations to carry out other federal laws that concern the administrative operations in federal schools.

#### The State Boards of Education

Each State Board of Education is charged with the top responsibility for overseeing the public school system in the state. To illustrate some of a state board's very important powers and duties, the following are quoted from the laws of Arizona:

1. Recommend to the Legislature changes or additions to the statutes (laws) pertaining to schools.
2. Exercise general supervision over and regulate the conduct of the public school system.
3. Prescribe and enforce a course of study in the common schools.
4. Prescribe the subjects to be taught in all common schools.
5. Prescribe textbooks for the common schools.
6. Supervise and control the certification of teachers and prescribe rules and regulations thereof.

There are many other powers and duties of the state boards which are also prescribed by law or by the constitution of the particular state.

#### Recruitment and Selection of Staff

A good school is dependent upon a good staff. Another way of saying this is .... a school is no better than the teachers. This really means that it takes good teachers, a good principal, and auxiliary personnel to make a good school. Parents may ask, "What makes a good teacher?"

There are many ways to describe a good teacher. Certainly he or she must be qualified to teach. They know how to teach...the teacher has had the required training. There are personal qualities, too, that help make any teacher a good teacher. Some of these are: they like children; they understand children; they like to teach; and they are interested in the people and the community in which they are teaching. Can you as the reader of this book think of other qualities that you think would help make any teacher a good teacher?

Perhaps the beginning of a good school starts with the selection of the principal (or the top administrator) of the school. He or she must be professionally competent who will serve as a real educational leader. It is through the school



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board to the principal that the needs, aspirations and hopes of the total community can be reflected in the total program of the school.

#### Qualification and Certification Standards

The first thought in the selection of teachers and all other employees for a school is....does the person qualify? That means does he meet the qualification standards for that particular position? Each job or position in the school system has standards for that particular position. For example, the qualification standards for the position of bus driver in Arizona include:

1. A chauffeur's license.
2. A school bus driver's certificate issued by the Traffic Safety Division.
3. Good character requirements.
4. A five-day training course before employment.
5. Proof of good physical condition.

The qualification standards for teachers in public schools and for those in BIA schools are very similar.

#### Other Personnel Matters

Once teachers and other staff members are employed, the administration of the school is concerned with many other personnel matters. Some of these are: 1) salary schedules,

leave, tenure, conduct of employees, and grievances. Within the guides provided by state law and regulations, public school boards develop local policies on each of these personnel matters. Interested parents can get copies of local policies from the school principal. Most of the personnel policies for federal employees in BIA schools have been developed by the Civil Service Commission. These policies are all published and may be reviewed by interested parents.

Many employees today are being employed under Title I and other ESEA projects in BIA schools. These employees are not under the Civil Service regulations. Thus the advisory school boards working with BIA administrators develop the personnel policies for these employees.

#### Selection of Textbooks

The State Board of Education, by law, is usually given the responsibility for prescribing the textbooks for the schools of the state. Some states prepare approved lists for each grade and each subject taught from which the school district shall purchase direct from the publisher. In other states, the books are purchased by the state and the schools draw them from a central depository. In addition, there are supplemental approved lists usually at the request of school districts. The selection of library books are made usually by the local school district.

16.

Indian parents are interested in books that portray Indian history and Indian relations in a fair, adequate, and accurate light. The American Indian Historical Society has a well-organized program for reviewing books for accuracy in dealing with Indian matters.

If you, as Indian parents, have any questions about any book or want suggestions on books for Indian children, you may wish to contact the American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California 94117.

#### Purchasing Supplies and Equipment

The public schools have very few legal restrictions on the purchase of supplies and equipment. However, most school districts develop local policies which will help insure their getting the best possible price on school purchases. They do this by having several suppliers bid on large purchases. If funds have been budgeted, that is, set aside for the purchases, there are less difficulties in getting the needed merchandise.

BIA schools must play much farther ahead in purchasing supplies and equipment for the schools. BIA schools, like other federal activities, must purchase from the store stock items handled by the General Services Administration (another federal agency) and purchase large equipment items from the Federal Supply Services schedule. This process may be time consuming, hence, the need to plan ahead.

### Records and Bookkeeping

Both public and BIA schools keep extensive financial records. The larger the public school, the more centralized record keeping becomes.

BIA bookkeeping is centralized at the agency, area and a national field office. Schools are provided copies of expenditures and budget balances monthly (by computer). Programs that are funded from special sources (Title funds, O.E.O., etc.) require records of participation and progress.

### Pupil Accounting

The school records that involve parents and possibly interest them the most are the pupil accounting records. Most state regulations for public schools require the following records be maintained by the school:

1. Enrollment card on child and family.
2. Daily attendance (this report is made available to parents).
3. Average daily membership (ADM) and average daily attendance (ADA)...(as basis for federal aid).
4. Other separate accounts as required by the various federal programs.

The basic records kept at BIA schools are:

1. Census card and family data sheet.
2. Cumulative record folder on each pupil.

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3. Total school roster.
4. Yearly census.
5. Health records.

It is very important that parents cooperate with the schools when information is requested from the parents.

#### Maintenance and Utilities

All schools must budget funds for the maintenance of the school and the cost of utilities. Maintenance includes the janitorial cost, painting and all the repair of equipment and of school buildings. Utilities include the costs for water, gas, electricity, telephone, and in some instances, disposal of garbage. If these costs are high, it may limit funds for very important programs.

#### Buses and Transportation

The school administrator (principal or superintendent) is concerned with buses and transportation in two ways. First, he is concerned with buses as an administrative matter... the costs of transportation equipment, its repair and replacement and with the safety of children. He is concerned also with policies governing the use of transportation equipment.

It is in the latter connection with policies regarding the use of transportation equipment that parent input is important. If parents believe there is need for additional

transportation for extra curricular activities, field day or night programs, they should make their requests known through parent councils or directly to the school administrator and school board.

If the school board is going to serve effectively as the go-between the school and community, the parents should not hesitate to discuss every problem and every need with members of the school board.

#### School Construction Programs

Many schools enrolling Indian children are growing rapidly. This is particularly true in the Southwest. New buildings and new attendance centers are being constructed yearly in many places.

The location of new schools is very important. Many factors must be considered in locating new schools. Some of these are: the availability of water, utilities, roads, and especially population centers.

Again, parents should give their ideas on the location of new schools along with the expansion of existing schools.

#### Insurance

BIA schools do not normally sponsor pupil accident insurance programs. However, any person who is injured through

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the negligence of an employee of the Federal Government, who is acting in the scope of his employment, may file a claim against the government under the Federal Tort Act. This means that if an Indian child is riding a BIA school bus and is injured, the parents of the child may file a claim provided the federal driver is negligent or at fault.

While this offers some measure of protection for BIA school children, it should not be construed as a substitute for insurance.

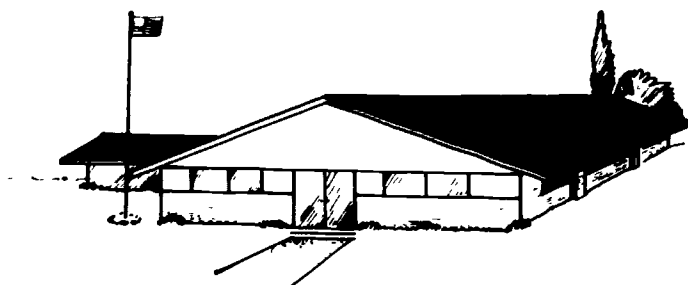
Federal Tort claims where the federal employee is negligent and is acting in the scope of his employment are usually settled quite promptly.

**CHAPTER III**  
**FUNDING SOURCES FOR SCHOOLS**

**Federal Aid/Taxes**

**Tribal Aid**

**Private Aid**



**Local Taxes**

**State Aid**

**Title Moneys**



## CHAPTER III

## FUNDING SOURCES FOR SCHOOLS

Since money or funding is so necessary for the operation of good schools, perhaps a brief discussion of funding sources may be of interest. Everyone has some general knowledge of taxes and government funds, but may not understand what taxes and what government funds.

Local Taxes

Indian people sometimes hear or read that "Indians don't pay taxes." This statement is not accurate because Indians do pay taxes. Indians living off the reservations (and that is nearly one-half of the Indian population) pay all the taxes that any other group of citizens pay. Only Indians living on reservations are exempt from the payment of land taxes and sales taxes on reservations (in Arizona). The reason for this is because the Federal Government holds Indian lands in a trust status; hence, trust lands are not taxable. Resources and improvement on reservation lands such as utilities, pipe lines, railroads, pump stations, mining, oil wells, etc., are taxable.

Taxable resources on Indian lands bring considerable revenue to counties, the states, and the Federal Government.

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Part of the taxes are for education purposes and are returned to the school districts as one important source for funding the operation of schools.

In some states, like South Dakota and Nebraska, local school district taxes pay the majority of all the costs for the operation of the public schools of the state. In other states, like New Mexico, Oklahoma, California, and Washington, the state aids pay the majority of more than fifty per cent (50%) of the costs for the operation of the public schools in the state.

#### State Aids to Schools

All states have some state aids to public schools. Some have extensive state aid programs. State aids take many forms. Some are based on flat grants, that is, a specified amount for each pupil enrolled. Other state aids are based on the amount of money needed to help a district meet minimum standards. Still others are based on equalization formulas, that is, helping the "poorer" school districts with larger state aid grants. Some states make grants to its school districts for specific purposes, like transportation for mentally retarded children, for vocational programs, etc.

Parents who wish to know more about the state aids to schools in their state should consult with the local school principal.

Most Indian reservation districts have comparatively lower assessed valuations with large school enrollments and therefore receive comparatively more state equalization funds.

#### Federal Aids to Education

There are about one hundred (100) Federal Aid programs to education. Many of these involve the schools attended by Indian children including pre-school and college aid programs. Some of the federal aids provide important funding sources for the regular and special programs carried on by the public schools. The more important programs from the standpoint of funds provided are discussed here.

The Federal Impact Program under P.L. 874, as amended, is a tax lien program. That means the Federal Government provides funds to school districts to make up for the tax loss related to federal activities. Indian reservations were included under the Federal Impact program in 1959. Since that time, public school districts on Indian reservations or districts that educate children from Indian reservations, have been receiving P.L. 874 funds as an important funding source for the schools. It is also significant to know that the amount of funds received by school districts is generally more than the tax loss because of the tax exempt status of Indian reservation lands.

P.L. 874 funds are provided for school operation purposes.

There is a companion law under the Federal Impact program for school construction purposes. It was authorized under P.L. 815, as amended. Reservation public school districts also qualify for these funds. Most of the reservation public schools have been constructed with P.L. 815 funds. There are two drawbacks or major difficulties with P. L. 815 funds. The first is the time lag in receiving the funds. By the time the buildings are constructed, they are usually overcrowded. The second difficulty is there has not been sufficient funds available for the past several years to meet the current needs.

Parents should know that one of the greatest needs facing public school districts on Indian reservations today is construction funds for replacing temporary buildings, for expanding present facilities, and for the total construction of new attendance centers.

#### The Johnson O'Malley Act Program

The Johnson O'Malley Act was passed by the Federal Congress in 1934 and amended in 1936 (to include private schools) and has been a principal source of supplemental aid for public schools enrolling reservation Indian children since that time. At the time it was passed, public schools were financed almost entirely by local property taxes. Consequently, all or most of the JOM Act funds were provided to school districts to help

meet special costs such as transportation, school lunches, attendance officers and special program teachers.

Today, P.L. 874 funds make up for the property tax loss on Indian lands and JOM Act funds enable the school districts to enrich their program offerings for Indian children.

To insure Indian input in the special programs developed for Indian children, federal regulations have been proposed (and are being tried out) which require parent participation in the development, analysis and evaluation of special programs for their children. Some reservation school districts (all in Arizona) have either all Indian or a majority Indian school boards which seem to meet the new federal regulation requirement.

#### Elementary and Secondary Act (ESEA)

The various Title programs under the ESEA are probably the best known source of supplemental federal aid to schools. It may be because Indian parent committees are required as a stipulation for providing the funds to both BIA and public schools. Some programs are popularly called Title I programs because funds are provided under Title I of the ESEA. Other Title programs may not be so well known. A brief description of each program is given in the following:

**TITLE I - PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED**

Funds may be used to broaden health programs, for guidance and counseling, for in-service teacher training, for additional teaching personnel, for teacher aides, to enrich present programs, and for pre-school programs. Within some prescribed limits, the type of program is determined by the local school.

**TITLE II - SCHOOL LIBRARY AND INSTRUCTIONAL MATERIALS**

Under a state plan, school districts may use these funds for library books, periodicals, documents, tapes, and other instructional materials.

**TITLE III - ESTABLISHMENT OF SUPPLEMENTARY EDUCATIONAL CENTERS**

This Title is designed to provide centers to improve education through services not now available to children within a community or many communities.

**TITLE IV - FUNDS FOR THE CONSTRUCTION, EQUIPMENT, AND OPERATION OF REGIONAL RESEARCH FACILITIES**

This Title seeks to improve the depth of educational research through these centers. Also included in this Title is a program for training research persons. Arizona cooperates with the regional center for this area which is located in Albuquerque, New Mexico.

TITLE V - FUNDS TO STRENGTHEN STATE EDUCATION AGENCIES

State Departments of Education may apply for these funds for such activities as to start data processing programs, to increase staff in subject areas, to appoint and work with state advisory committees, to assist school districts in local surveys and to help strengthen leadership through a funded professional leave program.

TITLE VI - GRANTS FOR PROGRAMS FOR THE EDUCATIONALLY HANDICAPPED

While funds may not be used to replace local district effort, these are applicable for the establishment of classes for the handicapped, for programs in rural regions, to increase the number of teachers in present programs, to employ auxiliary personnel, to finance construction costs, to pay transportation costs and other related services.

TITLE VII - PROVIDES FUNDS FOR USE IN BILINGUAL PROGRAMS

This Federal Aid program is designed especially to help children whose dominant, or first language is other than English. Bilingual programs are more efficient in helping these children in the use of both languages and achieving a greater competency in the use of English. A proficient bilingual teacher, especially at the lower elementary level, is most advantageous in implementing such programs. Bilingual education includes not only utilization of the child's mother tongue, but also

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extensive information about the culture and traditions surrounding the mother tongue.

TITLE VIII - PROVIDES FUNDS FOR EXEMPLARY EDUCATION PROGRAMS WHICH SHOW PROMISE IN REDUCING THE NUMBER OF DROP-OUTS

Comprehensiveness of approach is an essential element in designing programs under this Title. The school must be committed to introducing basic and widespread changes in the organization, curriculum offerings, pupil services, and teacher training to qualify for these funds.

Other H.E.W. Programs

The Department of Health, Education and Welfare sponsor many of the Federal Aid programs. The following may be of special interest to Indian parents.

Upward Bound: Exposure to college for disadvantaged high school students; tutoring services during the school year.

Talent Search: Seek out and help disadvantaged peoples enroll in vocational, technical or academic training; and counseling services.

National School Lunch Act

All public schools enrolling reservation Indian children cooperate with this Federal Aid program. Funds are programmed from the Department of Agriculture to the state for school



lunch purposes. The school districts receive the funds through the state which makes it possible for the districts to furnish free or reduced cost lunches to children whose parents are unable to afford the full cost. Some school districts furnish a lunch without cost to all children as a part of the district's total program.

The procedures for determining the ability of parents to pay the cost of lunches is handled by each local school district. The lunches served are known as Type A, which means a balanced meal.

The BIA serves meals in both Day and Boarding Schools as a part of the school's program and at no cost to the parents.

#### Tribal Aid Programs

Many of the tribes sponsor various educational programs for their youth using O.E.O. grants. Pre-school programs are particularly popular. Most Indian tribes have developed scholarship aid programs for their college youth and even high school students on an individual hardship basis. Most parents will know what programs and what aids the local tribe may have for its youth. If not, parents should discuss the availability of programs and tribal aids with members of the Tribal Council.

The largest Indian tribe, the Navajo, sponsors a tribal clothing program to assist Navajo children in school (Kindergarten to 12th grade). Details about the program may be secured from the Clothing Coordinator, Elementary Education, Window Rock, Arizona 86515, or telephone 602-871-4397.

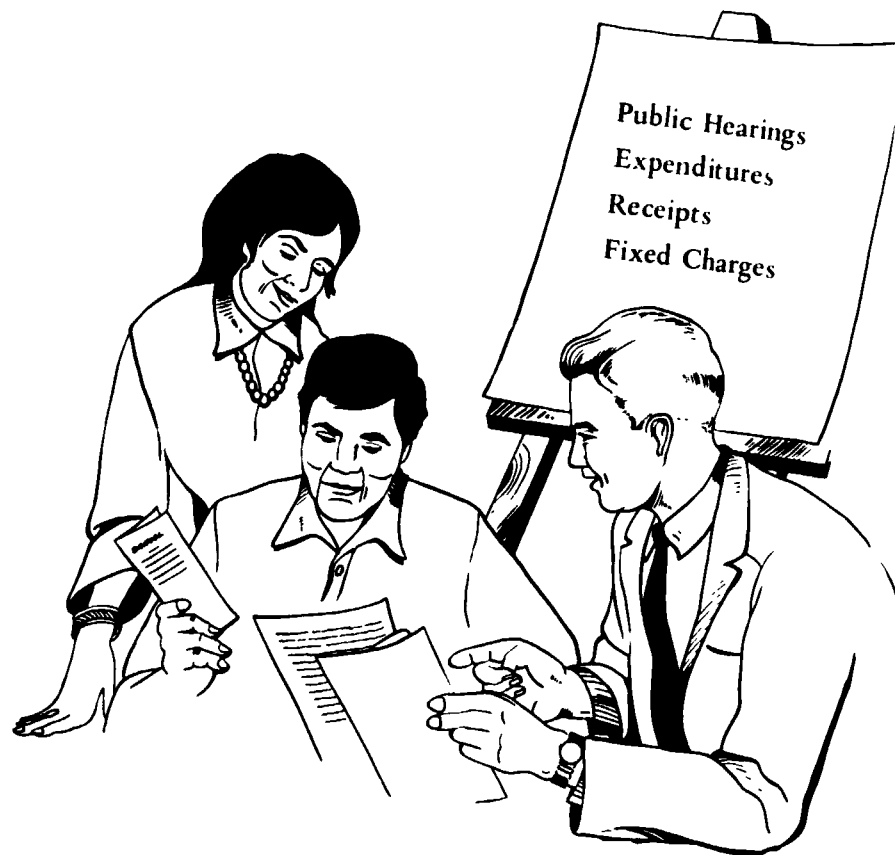
#### Private Aid Programs

Several private organizations provide supplemental funds to school children in need of help for school supplies, clothing, and incidental school expenses. Two of these are the Save The Children Federation and the Christian Children's Fund. Parents in need of help for their children should see the school principal on how to contact the representative of the private organization that is active in the community.

#### How Federal Schools Are Financed

All BIA schools are financed basically by yearly appropriations by the Congress. BIA schools also receive supplemental funds under the ESEA for special program purposes.

CHAPTER IV  
BUILDING THE SCHOOL BUDGET



## CHAPTER IV

## BUILDING THE SCHOOL BUDGET

Almost no school has all the money it feels it needs to operate the best possible program for all the children in the district. Consequently, the school must fit its total program to the total funds available. In other words, it must build a budget within the funds the school can expect to receive from all sources.

A school budget is composed of two parts. The first part shows the sources of income expected and the second part shows how the school expects to spend the funds available.

Table II shows the principal items in a public school budget.

Public Hearings...The Time To Be Heard

The time for parents and patrons to be heard on how a public school district proposes to spend its money is when the budget is presented to the district residents and taxpayers. The presentation of the public school budget to the public is required in some school laws. Arizona law states:

TABLE II  
TYPICAL PUBLIC SCHOOL BUDGET ITEMS

Revenues and Receipts	Past Year (Proposed - Actual)	Proposed Budget
Cash balance		
County funds and aids		
State aids		
Federal aids		
Miscellaneous receipts		
Totals		
District levy receipts		
Grand Total		
<hr/>		
Expenditures		
<hr/>		
Administrative		
Instruction		
Operation of School Plant		
Maintenance of School Plant		
Auxiliary Agencies:		
Health		
Transportation		
Lunch, etc.		
Fixed charges		
Contingencies		
Capital outlay		
Tuition to other districts		
<hr/>		
Summary of Totals		
<hr/>		

The board of trustees of each district shall prepare a notice fixing a time not later than July 10 and designating a public place within each district at which a meeting will be held at which the board of trustees will present the proposed budget for consideration of the residents and taxpayers of the district.

The law further states:

...Upon the request of any person, the board of trustees shall explain the budget and any resident or taxpayer may protest the inclusion of any item.

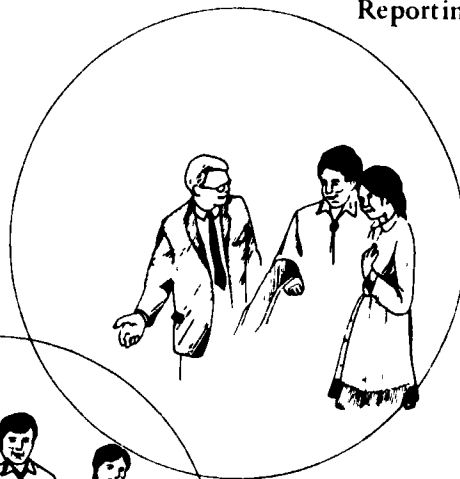
This means that if any parent or patron wants to know about any program, whether or not it has been included, or any item in the proposed budget, the time to be heard is then. Once the budget has been adopted, it is too late for the board to make changes until another year.

The heart of financial management of a school is the school budget.

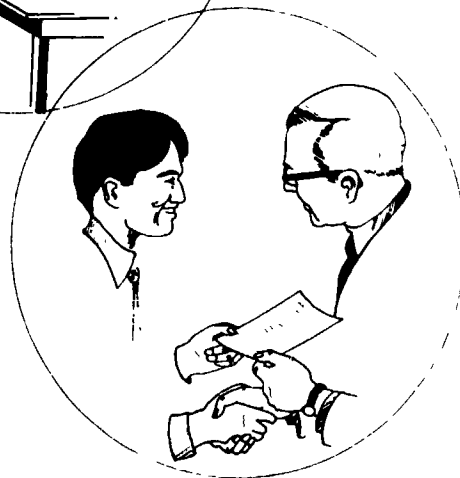
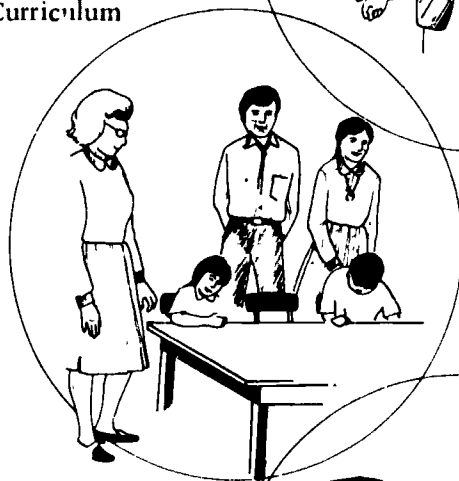
# CHAPTER V

## THE PROGRAM SIDE OF SCHOOL OPERATION

Reporting to parents



Curriculum



Accreditation

## CHAPTER V

### THE PROGRAM SIDE OF SCHOOL OPERATION

This is one of the most interesting parts in studying about schools...the program side along with related information. This is the side of school operation where parent input affects the most what happens to their children. Let us take a good look at the program side. Many of the items covered would make good topics for further discussion at parent-teacher meetings or with the school principal or members of the school board.

#### Major Aims and Local Goals

All State Departments of Education publish extensive sets of beliefs about education along with goals to support the department's philosophy. Most school systems have further defined their aims and goals in keeping with overall goals set by the department. As a parent or patron in your school district, you may wish to inquire about the goals in your particular school system.

The BIA also has published goals and objectives. Because these relate particularly to the education of Indian children, a portion of their philosophy along with specific



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objectives are quoted:

The basic philosophy of the Bureau of Indian Affairs encompasses the belief that all Indian youth must have the opportunity to realize their full potential and to become useful members of society...

More specifically, the Bureau objectives for Indian education are as follows:

To provide a climate conducive to aesthetic, social, and intellectual development.

To develop communication skills.

To develop and maintain sound health of body and mind.

To develop a feeling of belonging, a feeling of importance, and a sense of security coincident to an adequate self-image, both in the Indian and non-Indian society.

To maintain pride in Indian heritage and to develop awareness, understanding, and respect for other cultures.

To develop a code of values acceptable to the student, and to the society in which he lives, and to motivate in him a desire to practice it.

To develop economic competency.

To develop an inquiring mind.

### Accreditation

Accreditation is the process whereby the total program of a school is checked against standards for each important operation in the school. A school is accredited when it meets the standards developed by the accrediting agency.

In most states, there is no formal process for

accrediting elementary schools. An elementary school is accredited usually when it meets the state requirements. These are to employ certified teachers, to prescribe rules, regulations, and to develop a school program in keeping with the rules and objectives set by the State Board of Education; to make provision for annual reports and overall insurance coverage; and, to meet health and traffic safety division requirements as required by the state.

The states, however, have well-defined programs for the accreditation of high schools.

Many states develop their accreditation policies and procedures with one of the national accrediting associations for colleges and secondary schools. Each of these associations publish guides for the schools to follow.

Parents of high school students should know if their school is accredited or not and if not, why not? If a high school is not accredited, this could well be one of the first goals of the community.

#### Enrollment Policies

The public schools in each state are open to all children residing in the school districts. The children must attend the school in his/her attendance area. A child may attend a school in another school district when unusual

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circumstances exist. This determination is made by the county school superintendent or other officials, who, for good reasons, will issue a certificate of convenience to allow the child to attend a school outside his home district.

The general policy of the BIA is that school age boys and girls should stay at home with their parents and attend school on a day basis if this is at all possible. They should attend:

1. A public school, if available. If not,
2. A federal school on a day basis. If not available,
3. A federal boarding school or federal dormitory.

The BIA also enrolls students in high schools for vocational courses not offered locally, for special training of students overage in grade and when there are social situations in the home that warrant boarding school enrollment.

#### The Curriculum and Activities of the School

Curriculum is a big word that we have borrowed from the Latin language. In English, we often use the word in two ways. In its strictest sense, it is used to refer collectively to all the courses of study offered by a school. In its broader sense, it is often used to refer to all the activities carried on by a school. In other words, it is sometimes used to refer to the total program of a school.

While the state requires a basic core curriculum for both the elementary and high school grades, the total curriculum offerings often vary from school district to school district and even from school to school. Of equal importance with curriculum are the teaching emphases, the ways materials are used, the type of supervision provided, student placement, scheduling and in-classroom organization.

It is the desire of most schools to match the program to the needs of students of today and to make education meaningful and relevant to the interests and capacities of boys and girls. In good schools, curriculum revision is an on-going process. As a parent, you may want to ask about the curriculum development in your school that is being especially adapted to the needs of reservation Indian children.

Indian children need a custom-made curriculum which will guide school staff members in helping each child meet his own distinctive needs and accomplish his individual goals. The child needs to know and accept his own heritage. He can do this more effectively when the curriculum clearly reflects the history, cultural, and traditions he has lived with. You, as parents, can help to see that this distinctly unique background is reflected in the curriculum.

### Bilingual and Bicultural Programs

In the field of curriculum development, one of the most interesting and probably the most important happening is the special emphasis that schools (both public and BIA) are giving to new bilingual and bicultural programs. New teaching materials are being developed and used that relate directly or more closely to the reservation life of the Indian child.

The use of the term "bicultural" is sometimes controversial. When used, however, the school probably means that pertinent information about the life and customs of Indian children can be taught in the classroom.

Many Indian children enter school the first time with little or no command of the English language. There are many, many special language programs to meet the needs of these children. Some schools go beyond language training and incorporate tribal history, tribal government, and other cultural items in the school's program.

Chinle Boarding School, for example, describes the problem faced by its Indian children and its new emphasis in curriculum development this way:

The present program was designed specifically to help our students, who enter school speaking Navajo and not English, to accomplish the very difficult double task of learning to understand and speak English at the same time that they must learn, through English, all the usual skills, concepts, learning processes and knowledge taught in school. The difficulty of the task is compounded by the fact that having to learn a new language in order to go to school in that language also involves having to learn the new and different culture of which it is a part, as the culture provides the setting or framework for everything taught through the language. It is an extraordinary task for both the students and their teachers.

This same school is finding that the new program based on careful testing so far may increase significantly the majority of the students' rate of academic growth in a single year. They report that "students and faculty alike seem to be thriving and learning."

What does all this mean to you and an Indian parent or patron? It certainly means now is the time for you to be thinking about and to be heard on how much Indian life and customs you would like to see taught your children in your schools.

#### Vocational Education

Most Indian parents have a great interest in vocational education because much of their training involved learning the skills to help one earn a living. Today, the term is used to represent a much broader preparation for occupational skills than manual training or industrial education.

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Many states use the term "career education" to better represent the focus and major function of the public school system.

All states publish interesting pamphlets and brochures on vocational education or its career education training program. Perhaps a good way to learn about the subject and the possibilities for your local school is to read and study (hopefully in a parent group) the published literature from your State Department of Education.

The parent groups will find that the Federal Government (through the U. S. Office of Education) provides extensive federal aids through the states to develop and expand all inclusive vocational and career education programs. The U. S. Office of Education even funds experimental projects and models to try out and search for effective approaches in this important field of education.

#### Curriculum Guides

The State Department of Education usually publishes a guide for each of the major subject areas. The purpose of each guide is to serve as a basic framework within which schools may develop the content that is best suited to the philosophy and needs of the local school district. The published guide is not a program teaching guide.

The BIA recommends the use of the basic curriculum guides of the state where the school is located because state guides make provision for the inclusion of content and emphasis that is needed and desired locally. Most BIA areas and local schools develop numerous basic and supplemental guides tailored to the needs of their Indian students.

#### Graded versus non-graded Programs

Both the public schools and BIA promote a graded system of organization in the operation of schools. However, both systems permit wide latitude on the part of administrators to develop and operate special non-graded and remedial programs to meet the special needs of students. Some of these result from students who may have entered late, are overage in grade, have a severe language handicap or for other reasons.

Some educators believe that non-graded programs give all children, especially in the lower grades, a better opportunity for continuous progress and for better recognition of individual differences. Thus, some schools are developing non-graded programs on a try-out basis for all children at certain grade levels and not just for children with special needs.

#### Reporting To Parents

There are several ways the school may tell you how



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your child is doing in school. Some schools may use all of them, others only one.

Report Card. The report card is probably the most widely used method for reporting the student's progress to parents. These cards are usually sent home four times a year. On them there are grades or marks that tell about the progress of the child. The schools ask that parents return the report cards each time they are sent home, except at the close of the school year.

Home Letters. Home letters is still another way that some schools use to advise parents about both the problems and the progress of their children in school. This way is used by some boarding schools when personal contact with the parents is difficult and not practical.

Home Visitations. Some schools provide opportunities for teachers to visit the home of their students. While these visits are to get acquainted, they may be used to talk with parents about their children. It is important that the teacher plans these visits well to insure productive communication between the teacher and parent. The parents should make every effort to help the teacher feel welcome and at home.

### Parent-Teacher Conferences

When you are invited to confer with your child's teacher, your first reaction may be .... "What has my child done wrong?" In all probability, he has done nothing wrong.

Schools today are relying more and more on conferences to supplement report cards and other written forms of communication between parents and teachers. Teachers realize that they cannot do the best possible job of educating each child without the help of the child's parents. The parent can supply information about the child that could be very useful to the teacher. And the teacher can offer suggestions to parents on how they can help with the education process at home. The best way to discuss such matters is an informal face-to-face meeting. It gives both you, the parent, and your child's teacher an opportunity for full exploration of his progress, his behavior, and the reasons behind his successes and/or failures.

Is your next reaction uncertainty? .... "What should I ask? What will I be asked?" .... or do you put the entire thing out of your mind until the moment of the conference, letting the chips fall where they may?

The teacher will spend considerable time preparing for the conference --- gathering records, samples of the child's work, and his own thoughts about the child. You, too, should

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prepare for the conference by knowing what to expect and then follow-up with action afterward. Here are some suggestions for making your next parent-teacher conference successful:

1. Before the Conference:

Decide what you want to ask the teacher.

Determine what you can tell the teacher about your child.

Get a baby sitter if you have young children. Younger brothers or sisters may be disruptive.

Be on time.

2. The Group Conference:

Schools often plan a general open house for parents early in the school year. It is not a time to discuss specific problems of your child. It is a time to ask general questions. Feel free to do so...teachers know that most parents are unfamiliar with many modern educational methods.

The teacher may prepare a talk about what the class will be doing in the coming year. He may answer most of the following questions in his talk, or he will be prepared to answer such questions if you ask them:

"What are the children studying this year?"

"What are they doing in specific subject areas? What do you include in social studies? What kind of mathematics will they learn? How do you teach reading or spelling? What do children in the early grades learn from cutting and pasting?"

"I see equipment with which I am unfamiliar (computers, overhead projectors, etc.). How is it used and what is it used for?"

"How is the class organized? When are children taught in groups rather than as a class? What do you do for the child who learns faster or slower than the others?"

"How do you evaluate the child's progress? What tests are used? What do your grades mean?"

"What policies apply to this grade? What are the school rules? How much homework do you give? What kind of discipline is used?"

### 3. The Individual Conference

The following questions can serve as a guide to areas you may wish to discuss with your teacher on an individual basis:

"What is my child's ability level?"  
The teacher will probably not be permitted to give you an IQ score, but he can give you a general idea.  
..."Is he working up to his ability?"

"What group is he in? Why?"

"How is he doing in mathematics, reading, science, etc.? May I see some of his work?"

"What books is he using?"

"Has he shown any special interests or abilities?"

"Does he get along well with his classmates? Does he participate in group activities? Has he shown any leadership qualities?"

"Does he obey you?"

The teacher, too, will have some questions. He is not

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trying to pry into your personal life, but only to obtain information that will help him work better with your child.

Be ready to answer such questions as the following:

"What is your child's reaction to school?"

"How is his health? Does he have any emotional problems?"

"How and where does he do his homework?"

"What is his response to rules and responsibilities at home?"

"What type of discipline works best with him at home?"

#### 4. After The Conference

Discuss the conference with your child.

Start immediately on any action you have decided to take.

Feel free to call the school if you wish to check on your child's progress or if you think another conference is needed.

Make certain your child understands that you and his teacher are working together in his interest. He should know that you and the teacher are in partnership, with the sole aim of helping him get the best education possible.

#### School Library

Once upon a time, people thought that the libraries were for books!! But at long last, we are starting to see that libraries are for people!! The school library is especially for children.

Good school libraries not only contain books, but many other wonderful things like magazines, pictures, filmstrips, slides, tapes, records, typewriters and copy machines. All of these things have but one purpose....for children and their teachers to use them. Schools that develop community programs open their libraries for the adults of the community. Most books and other materials may be borrowed to take home. A few things must be used in the school building.

Parents can help in two ways. Encourage their children to check out books and encourage school boards to develop the best possible school library program.

#### Guidance Activities

Again, one of the major new emphases in total school programming in both public and BIA schools is the field of guidance and guidance-related activities. All systems view guidance as a vital part of the total instructional programs.

The states usually publish guidelines for elementary and secondary schools in the state for counseling services in the schools.

The emphasis of this service is on the identification of the pupil's intellectual, emotional, social, and physical characteristics; development of his talent; diagnosis of his learning difficulties, if any; and the use of available

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resources to meet his needs.

This program in BIA boarding schools must provide for the children's welfare for about sixteen (16) hours a day (and on weekends for children unable to go home). Because of this, boarding schools make provision for home living and extensive student activities.

Guidance counselors are usually situated in dormitories where they serve as dormitory supervisors or managers in addition to counseling students and parents. Both teachers and instructional aides work with the counselors in helping children with problems of various kinds.

Like the academic section of the school, the guidance department keeps a full informational record folder on each child. It contains test information (academic, vocational aptitude and other guidance tests), records of interviews, information about home, family, and family problems (if any), and notes from school staff members about the child.

A student in one school said, "The counselor is a friendly ear." Parents should get to know and give their full cooperation to the members of the guidance staff.

### Compulsory Attendance

Compulsory attendance is required in schools for all Indian children in all states by state law, federal regulations, or tribal ordinances, unless there are good reasons for non-attendance.

Compulsory attendance is usually required for children between the ages of 7 or 8 and 16 to 18 years of age. Federal regulations make state attendance laws binding on Indian reservations when the tribe involved concurs in giving state jurisdiction for the enforcement of school attendance.

It is believed that all tribes either have made the state laws binding or have passed special tribal ordinances. Tribal codes usually provide compulsory attendance for children between the ages of 6 and 16. Compulsory attendance laws are directed toward the parents, not the child, and only those few parents who have not realized the value of education for their children.

Regular attendance of children in school should be the goal of each parent and child alike. When parents permit irregular attendance, it is their child that is being penalized and handicapped in his school work.

### Pre-school Education of Small Children

A parent may be surprised to know that little children



learn one-half of all they will ever learn before they enter the first grade of formal school. This shows how very important it is for little pre-school children to get all kinds of learning opportunities before they go to school. These opportunities should be in the home. In a later chapter, helps to parents will be suggested for learning opportunities in the home.

Another good way to help pre-school children to take part in learning activities is through the enrollment in pre-school programs. Many such programs exist and are sponsored by different agencies on the various Arizona reservations. The principal programs are Head Start, beginners program and regular Kindergarten. Both public schools and BIA schools sponsor Kindergarten and usually the tribes sponsor Head Start. Some of the tribally-sponsored programs use the regular school facilities.

Interested parents should find out what pre-school educational programs are in operation in their community or what they might do as parents to get programs started if none are available.

Participation in Head Start initially does give a child a head start when the child enters more formal schooling in the first grade.

### Summer Programs

Summer time is a fun time for little children. But fun time can be combined with learning activities, too. More and more schools are developing what they call "summer programs." The activities take many forms. Some are purely recreational...games, play days, sports, hiking, camps and swimming. Other schools sponsor handicrafts, clubs and part-time academic and study programs.

Some children need special help in certain subject areas. Summer school programs often fill this need.

Most older children are looking for work opportunities. Some of the schools sponsor youth projects to meet this need. The extent to which schools become involved is largely a matter of local policy. Parents' feelings about and support for summer program activities should be discussed freely with local school boards.

### Adult Education

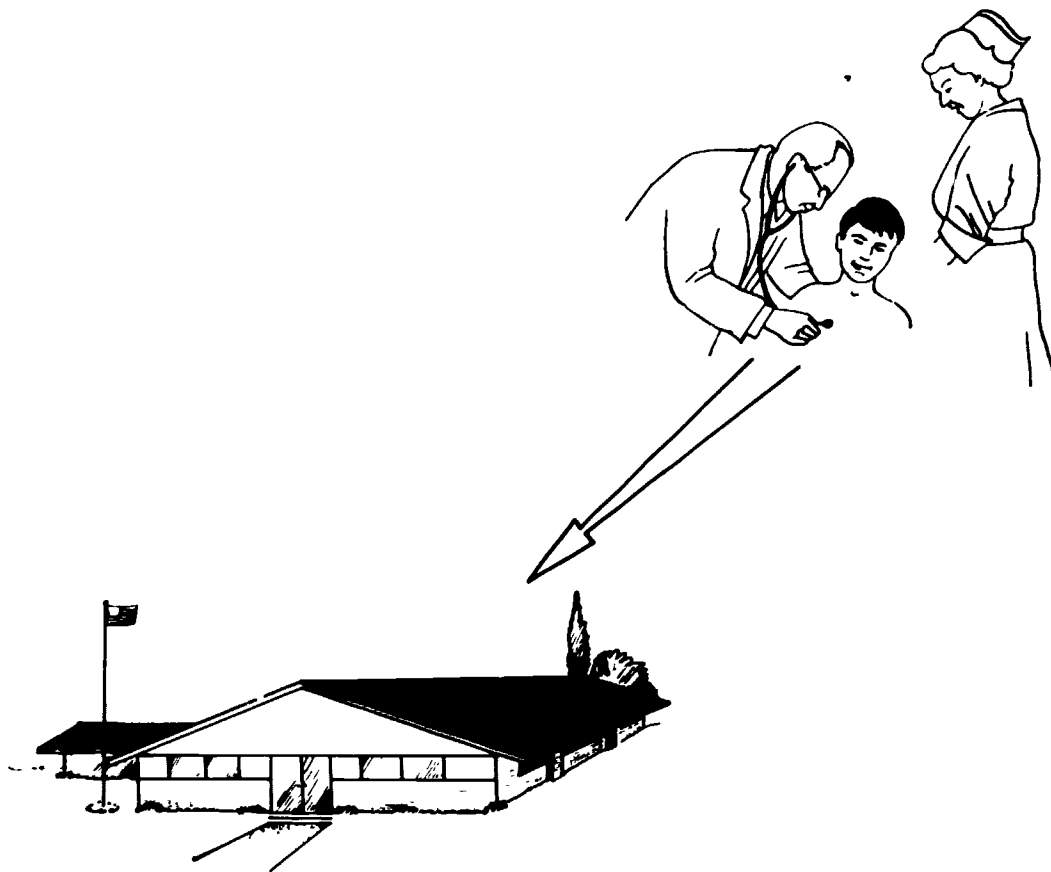
Basic adult education programs for Indians are being sponsored by public schools, BIA schools, and tribal organizations. Other types of manpower training are sponsored by the BIA's Branch of Employment Assistance and through the state's employment training program. More information about adult vocational training should be secured from the BIA and

State Employment Service.

Most schools would like to sponsor more adult basic education programs with a wider range of offerings, but are unable to do so for lack of funds.

Nevertheless, interested adults should check with their school principals and find out what basic training is now being offered or what might be offered if enough adults wish to enroll. Many parents have expressed a desire to learn to read or to read better in order to understand the programs involving their children.

CHAPTER VI  
SUPPORT OR AUXILIARY SERVICES



## CHAPTER VI

## SUPPORT OR AUXILIARY SERVICES

Food Service

The noon lunch and other food services are important in the education of children. All schools look at their food services as teaching opportunities. Most teachers of small children eat with their children. They talk about the things the children eat. As children progress in school, they learn about a balanced diet, good eating habits, and good health practices. The dining room of the school usually serves as a laboratory for this kind of instruction.

Boarding schools have even a greater opportunity to use the food services as learning situations for students.

Some public schools are trying out breakfast programs for some children who may have to come to school without eating. Others have a special milk or snack program for children who may have missed breakfast or need special nourishment.

School Health Programs

Most large public schools have their own school nurses and hold regular clinic hours for children needing medical services. Most large public schools enrolling reservation

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children are located near and have access to public health services. Periodic dental and eye examinations are a part of the school health programs.

BIA operated schools depend entirely on the Public Health Service for the health care of the school children. To be effective, all health programs are dependent upon parent cooperation and understanding.

#### Transportation Policies

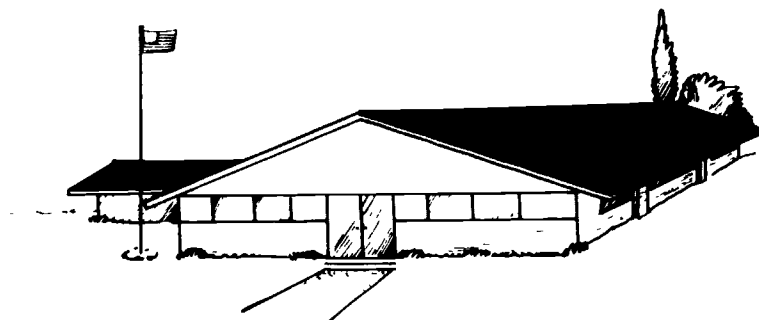
Most schools develop the best possible bus schedules for children depending on road, distance and time factors. It is important that the school children and their parents know the bus schedule. Of equal concern to parents is the provision a school is able to make concerning extra transportation for little children, for night programs, for late athletic practice, and other special transportation needs.

#### Social and Welfare Services for School Children

One of the best ways to learn about available social services is to get acquainted with the child welfare and social worker that covers your community. Sometimes there are two... one from the state and another from the BIA. One good way to get acquainted is to ask the principal to request the child welfare or social worker to speak to a parent-teacher meeting, or community gathering.

Children who are blind, deaf, crippled, or severely retarded, should be referred promptly to welfare personnel who can arrange for special care.

CHAPTER VII  
WHAT MAKES A GOOD SCHOOL ?





## CHAPTER VII

## WHAT MAKES A GOOD SCHOOL?

There are many ways to evaluate or "judge" what makes a good school. We have referred to some of them ... good teachers, close cooperation with parents and community and meeting accreditation standards.

The National Association for the Education of Young Children has identified sixteen (16) things to consider in thinking in terms of a "good" school for young children. Perhaps Indian parents would like to read the list that follows in order to better evaluate their local school. Copies of the bulletin "Some Ways of Distinguishing a Good School or Center for Young Children" may be ordered from the NAEYC Publications Dept., 1629 21st St., NW, Washington, D.C. 20019.

1. There should be ample indoor and outdoor space, at least 35 square feet of free space per child indoors and 75 square feet of space outdoors.
2. Safe, sanitary and hygienic conditions must be maintained.
3. The child's health is protected and promoted.
4. A good school or center provides appropriate and sufficient equipment and play materials and makes them available for each child's enjoyment and growth.

5. There are enough teachers both to guide the group and to take care of individual children's needs.
6. In a good school or center, a child is helped to gain increasing power in concept development and facility in the use of language. He acquires skill in the use of paints, clay, blocks and other constructive materials. Ever-widening experiences are provided by direct first-hand contacts with his environment both within the center and in his neighborhood.
7. A good school or center helps children to develop wholesome activities toward their own bodies and bodily functions.
8. Real opportunities for the child's social adjustments are provided.
9. Because young children are so closely linked to their fathers and mothers, a good school or center considers parents and their needs as well as those of their children.
10. The teacher in a good center is well-adjusted. She realizes that human feelings are important.
11. A good school or center has teachers who understand children and the process by which they learn.
12. In a good school or center, notes and records are made of each child's progress and development. They may be used to help both teachers and parents to a clearer understanding of the children and their needs.
13. Is consideration given to the varying needs of the entire family, with special responsibility for the growth and protection of the child himself?
14. Is the importance of regularity in the lives of young children recognized without overstressing routines or rigid programming?

15. Because the entire staff has a direct or indirect influence on each child, all members try to work with one another.
16. The good school or center uses all available community resources and contributes to joint efforts for community betterment.

### Make The School Work For You

You can help the school in building a good school system by becoming personally involved. It is well for you to recognize that teachers and school officials are public servants. They make a living serving you and your child. The school can only make those changes that they feel are truly wanted by the parents. In making your desires known:

1. Know What You Want.

This Source Book can help you understand what kinds of duties the school system has towards you and your child. Before you begin to press school officials for changes, you should not only know what it is that you object to, but specifically what it is you want the school to do. If you think a rule should be changed, have at least some idea what the new rule should be.

2. Communicate Effectively.

It is extremely important that you communicate what you want to the schools effectively. You can do this as an individual, by communicating with school officials for the things your child should be getting. You can also communicate quite effectively with school officials by taking another parent or group of parents with you when you are going to talk with school officials. Very often

a parent group is the most effective means of communication, especially if the parent or group has experienced a problem similar to your own. If there is no parent group in your community, you should think about getting a few parents together to form one.

3. Follow Through.

It is extremely important to follow through with any requests you make. This not only shows that you are serious about changes that you want, but it increases the likelihood that changes will be made. Inquire about your requested changes until a decision is made.

CHAPTER VIII  
THE "KING PIN" --  
THE SCHOOL PRINCIPAL



## CHAPTER VIII

## THE "KING PIN"---THE SCHOOL PRINCIPAL

The title of this chapter is a way of trying to say how important the school principal is to the smooth and effective operation of the school. He is directly responsible to the school superintendent. He is in charge of both sides of the school operation...the program side and the administrative side.

On the program side, his duties are most important.

They include:

I. A. Improvement Of The Curriculum

The curriculum includes what is taught in schools and how it is taught. The curriculum is often a cooperative effort of teachers, parents, students and administrators, with the principal providing the leadership. In a curriculum for Indian children, cooperation between all these groups usually produces a much better curriculum.

In doing this, the principal acts as an advisor to the superintendent and the school board, making recommendations to them concerning the courses to be taught, the content of the courses, and the textbooks.

After approval by the school board and the

superintendent, the principal then works with teachers, parents, and students in carrying out this plan.

If your child's classroom is an exciting and interesting place to be and if your child is learning, it is often because the principal has worked hard and long in developing good feelings among his teachers, and bringing a program of instruction to the students that is meaningful, interesting, and helping the children to grow and learn.

Very often, the principal is most happy to work with interested parents or groups of parents in improving what is taught and how it is taught.

#### B. Evaluation Of The School Program

Another extremely important responsibility for the principal is to measure how much children grow and learn in the classroom. He often supervises the administration of tests, works with the teachers in developing a fair and realistic grading system for the children in the classroom, and determines whether the school is doing what it is supposed to do, that is, teaching children!

#### C. Instructional Leadership

The principal supervises teachers, helps implement the goals of education for the school, and is responsible for changes and improvements of the curriculum.

On the administrative side of the school operation, the principal's duties include:

II. A. Supervision Of Teachers

The principal often talks with teachers about their teaching, grading policies, treatment of children, classroom discipline, methods of evaluating students, and methods for motivating students to learn better. In order to improve the teaching, the principal often provides in-service training for teachers in order to aid them in improving their classroom instruction.

B. Supervision Of Other Staff Members

The principal sometimes has the job of supervising other staff members, such as bus drivers, custodians, cafeteria employees, and secretaries. He is responsible for the day-to-day operation of the physical plant, seeing to it that it is clean, well-equipped and heated properly.

C. Supervises Student Behavior

The principal also often deals indirectly with students. He is sometimes involved in student disciplinary problems, acting as an advisor, judge, and decision-maker in many individual cases. As the principal deals with many individual disciplinary cases, he often makes recommendations to the superintendent or school board concerning policies of student and teacher behavior.



#### D. School Operations

The principal also supervises the day-to-day "housekeeping" chores. These include: daily attendance, records, school lunch programs, field trips, transportation, health services, and school athletic events.

As you can see, the principal is truly a "King Pin." He is often the man who acts as a "go-between" or helper when problems arise between students and teachers, between parents and children, or between parents and teachers. He is sometimes the "go-between" in problems between teachers and administrators. He has a most difficult job and can rarely please everybody!

While he is the man to see when you have some problem with the school, remember, he needs your help, support, understanding, and cooperation in order to solve these problems and build a better school for your children.

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The next portion of this book is written to provide specific suggestions on how parents might become more effectively involved in the education of their children.

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PART B

INVOLVING THE INDIAN PARENT IN THE EDUCATION  
OF THEIR CHILDREN

PART B: I  
BASIC HELP BEGINS AT HOME



## INTRODUCTION

### Why You As Parents Are Needed

Teachers have noted for a long time that children reflect the hopes, desires and understanding of their parents. This means that children are likely to be happy, eager and interested in school if their parents show this kind of interest. On the other hand, if parents are indifferent or disinterested, this negative attitude will reflect in the performance of their children in school.

One tribe cooperated in a study that showed that school attendance, the grade marks received by children, and the desire of students to go on to college were all affected by parental attitudes and beliefs about these things.

A noted educator who is currently promoting an extensive new language program in Northern Arizona, said that the use of his materials requires participation and encouragement on the part of the parents.

The child needs you....the school needs you...and you need the school. See how they can all work together!

## CHAPTER I

## BASIC HELP BEGINS AT HOME

Indian mothers were the child's first teacher.

In old times, Indian mothers included all the "mothers" in a child's life. These "mothers" were his grandmothers, his aunts, older sisters, and other women that may have lived near him or were a part of his extended family.

These mothers taught the child many things. They used the immediate environment for their visual aids. They taught distance by showing the child how far it was from the point they would touch to another point. They taught shapes by showing and touching all the various shapes of things in the immediate room or area where the child was playing. They taught sizes in the same way. The mothers taught colors by touching or showing the child objects of various colors.

Today, the Indian mother or mothers that may practice some of the old ways are actually preparing their child for school. Indian mothers today also can follow well-established guides that can help very much in getting their children ready for even more formal instruction in school.

This entire chapter is written to point out specific things Indian mothers ( and fathers ) may do to help get their

child ready for school. It is recommended that Indian mothers, fathers, and even older brothers and sisters study these suggestions very carefully.

#### Talking To The Child

A child learns to speak by hearing others speak and imitating them. One writer says, "talking to baby, helps baby talk." This is so true. This is the beginning of language development.

It is fun to play with baby. Playing with baby should be combined with talking to baby ... about his clothes, his hair, his toys, and just ordinary talk about what he is doing and the world about him. When baby hears language, he will soon learn to enjoy it and will soon learn to imitate it. One of the first thrills of baby is to understand a few words from friendly voices. Do not be surprised when he "bills" and "coos."

As baby learns to talk, he is sure to say funny words that we label as "baby talk." There is a big temptation to let baby know his funny words are cute. When we do, we encourage him to use words incorrectly. This becomes the beginning of speech difficulties later. Thus a word of caution ... don't encourage baby talk, but do encourage little children to talk like grown-ups talk.

### Building The Child's Vocabulary

There are many opportunities that parents and family members have to help a child build his vocabulary. He should be given the names of things and activities within his home and close community life. Young parents will soon discover that children love stories ... all kinds of stories. Long before a child can read, he will like to follow the pictures in the book as stories are read to him.

Every new experience a child has with adults is a new opportunity to learn new words. Remember the child must hear the new words in order to learn them. Sometimes he needs to hear the new words many times. Teach him to name the new things that he sees.

Children need to talk with adults and to hear adults talk. What better time than at mealtime and possibly when visiting the trading post, the town, the church, or the ceremony? Encourage questions about the things your child sees and hears.

### Learning To Listen

Of almost equal importance with learning to talk is to learn to listen. A child is not prepared for school until he learns to listen, to pay attention. Communication between teacher and child is not possible until the child learns to listen. Parents should teach the child to listen. Teaching is



not the same as telling. It may mean insisting that the child listen before approval of his actions are given by the parents. Children look to their parents for approval. This is the "reward" and the encouragement that motivates children to learn, and learning to listen is one of the early learning skills on which success in school is predicted. Listening activities should include listening to music, stories, directions, indoor and outdoor sounds.

#### Pre-School Reading and Story Telling

It is difficult to over-emphasize the importance of pre-school reading and pre-school story telling for young children. These activities are related closely to good language development and early skill in good communication. The child learns the fine points (intricacies) of early language, and important concepts through stories. Abstract language is learned through stories.

A difficult abstract concept that is expressed in the word "trickery" is learned through simple stories such as Little Red Riding Hood, Coyote stories, and dozens of other stories like them.

Children love stories. They like to hear the same one many, many times. A rewarding experience for parents will be after they have told or read a story to the child for the child to say, "tell it again" or "read it again."

### Muscle Control and Learning

Most pre-school children will gain the muscle control through play that is necessary for learning. But some do not, and parents can direct them to play activities that give them the basic coordination for learning to write. One test is whether a child can draw on a large paper with free and easy movements.

Pre-school children should know how to throw and catch a ball, walk along the edge of a 2" x 4' plank, swing on a ladder, beat simple rhythms on a drum or can use a play hammer and saw.

Strange as it may seem, learning these activities at home actually prepares a child for the muscle control that is involved in learning to draw pictures, use crayons, paint and to write.

Large muscle activity should include running, pulling, climbing, lifting and hauling to strengthen muscles and to build body coordination. Vigorous play should be encouraged along with verbal communication.

### Arithmetic In The Home

All of our daily lives involve numbers, amounts, and figures. How many children in the family? How many sheep in the flock? How much does a loaf of bread cost? How many

73.

miles from home to the trading post? Getting the answer to questions like these is the beginning of the study of arithmetic.

Parents can be of particular help to their pre-school children by teaching them to count before he enters first grade. He should be able to count at least ten (10) objects and even more with some help.

The parent should help the child to recognize groups of objects, like how many chairs at a table, how many hands on a person, and how many fingers on both hands. Children who have difficulty in recognizing groups of objects should be given simple drills until they can give the answer at a single glance without counting the number of items in the group.

In addition to the number games of how many, a parent can help the child recognize shapes and sizes by drawing circles, squares and triangles. Be sure to ask how many circles, squares and triangles the child has drawn on a piece of paper.

Parents who give their children things of different shapes and sizes to play with have a good opportunity to help the child develop his understanding of such qualities as hard, soft, rough and smooth.

If a child can get a good start in thinking in terms of numbers and shapes at home, he will be able to do better in arithmetic when he goes to school.

What Do The Experts Say About Home Learning?

Be sure the child knows:

- his full name
- where he lives
- where his friends live
- the location of places where he is taken often.

Be sure the child knows:

- how to blow his nose
- how to use a toothbrush
- how to wash his hands and face.

Be sure the child knows:

- basic safety precautions pertaining to buses, street and highway crossings.

Be sure the child knows:

- that he will go to school
- that he will learn to read
- that the printed or written word tells something
- that numbers are used for many things.

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Take the child places and talk with him about the things he sees.

Encourage the child to draw pictures of himself and other things.

Count with the child each time there is an opportunity.

Have the child repeat directions. Be sure he is not guessing.

Listening works both ways....you listen to him and then insist that he listens to you. One-half of the child's school life is listening. He should learn this skill at home.

The wise parent will encourage curiosity by answering a child's questions. Do not over-answer as it will dull the interest of the child.

#### How Children Learn

In helping to prepare your child for success at school, it might be well to remember that children tend to learn in two main ways: 1) they model their behavior after you. Children tend to repeat those things that they see their parents doing. A child who lives with criticism tends to criticize. A child who lives with love and encouragement tends to love and help others. Children learn through

example which parents and others give. The following poem helps to understand how children learn through modeling.<sup>1</sup>

IF

IF a child lives with criticism, he learns to condemn.  
 IF a child lives with hostility, he learns to fight.  
 IF a child lives with fears, he learns to be apprehensive.  
 IF a child lives with pity, he learns to feel sorry for himself.  
 IF a child lives with jealousy, he learns to feel guilty.  
 IF a child lives with encouragement, he learns to be confident.  
 IF a child lives with tolerance, he learns to be patient.  
 IF a child lives with praise, he learns to be appreciative.  
 IF a child lives with acceptance, he learns to love.  
 IF a child lives with approval, he learns to like himself.  
 IF a child lives with recognition, he learns to have a goal.  
 IF a child lives with fairness, he learns what justice is.  
 IF a child lives with honesty, he learns what truth is.  
 IF a child lives with security, he learns to have faith in himself and in those about him.  
 IF a child lives with friendliness, he learns that the world is a good place in which to live.

2) they tend to repeat those things that receive attention, hence, give the child encouragement, support and attention for those behaviors you desire. Try to generally ignore the child's bad behavior and punish only when necessary. Too much reliance on punishment in controlling children is usually ineffective because some children intentionally misbehave in order to get attention!

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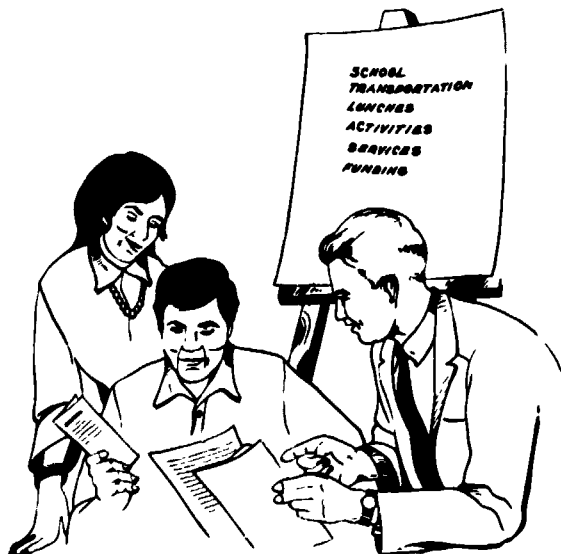
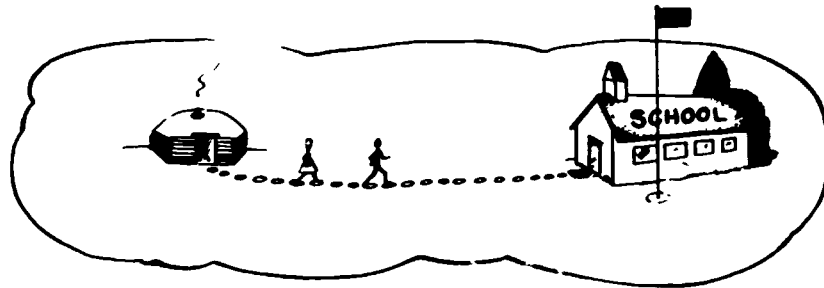
<sup>1</sup>The Treasure Chest, Harper & Row, p. 54, 1965.

Some tips in teaching your children are:

1. Know what you want your children to do.
2. Give them attention for appropriate behavior.
3. Generally, try to ignore their bad behavior, and use punishment sparingly.
4. Give your child a good example to follow.
5. Seek help from the school counselor, principal, minister, Medicine Man, friend, confidant, or other parents in solving any problems that might arise with your children.
6. It is sometimes most helpful to talk with others you trust about such things. Forming Parent-Child Study Groups at school or the local chapter house has proved most interesting and helpful to many parents.

You may wish to spend some time working on some specific problems that you have with your children. In Appendix A you will find a guide for developing a Behavior Modification program for your child.

PART B: II  
PARENTS' ROLE IN  
DAY-TO-DAY RELATIONSHIPS





## CHAPTER II

### PARENTS' ROLE IN DAY-TO-DAY RELATIONSHIPS

#### Regular Attendance

Many of the learning activities of school children are sequential. That means what a child learns one day follows what he learned the previous day. Part of each day's program is built upon the learning the day before. Thus, when a child misses a day in school, he is handicapped when he returns to school. This causes children to lose interest in school.

Irregular attendance leads to frustration and failure to keep up with the child's classmates. There is no greater support a parent can give a school than to help the child attend school every day. Perfect attendance should be the goal of every parent and child.

#### Getting To Know Your Child's Teacher

One of the largest reservation public schools recently surveyed over 500 Indian parents in the school district. Almost one-half (or 50%) of the parents said they knew their child's teacher. However, nine (9) out of ten (10) (or 89.6%) of these same parents said they would like to know their child's teacher better.

Perhaps as this book is read, parents might like to think of the ways that could be arranged so parents and teachers could get to know each other better. This question was posed to a large group of Indian patrons in a training session. Here below are some of the suggestions they had that could be arranged whereby parents and teachers could get together to know each other better:

1. Arrange a special conference with the teacher.
2. Visit with the teacher. Suggest that the teacher visit you.
3. Attend PTA meetings, school assemblies, school sport events and other school functions open to parents and patrons of the school.
4. Suggest that the school hold a potluck supper, dinner, parent orientation or a special Mom and Dad's Day at school.
5. Make a special effort to attend the special programs at Thanksgiving, Christmas, Easter, etc., held at most schools.
6. Invite teachers to special community functions like rodeos, cake walks, chapter meetings, pot luck dinners and chili suppers.

Getting to know your child's teacher is a good step in helping the child do well in school.

#### Helping The Child To Maintain Academic Standards

Many parents may not feel competent to help their children with technical and difficult school work. But they can be interested and can seek the extra help that may be needed through the school counselor or principal. Most

teachers will arrange for extra help for the child when parents show this kind of interest.

### Problems

Of course children have problems in school....all kinds of problems in just learning to live and function in a new group situation. They are really little problems centered about play, their studies, other children, their likes and dislikes and so on. But to little children, they seem like big problems. What are parents supposed to do? Take up all their problems? No. Perhaps the best advice is to let children solve most of their problems. Wise parents will know when to talk with the child about his difficulties, when to ask questions from the school officials and when to intervene.

Some children may suffer severe handicaps resulting in very difficult problems for the child and for the school. It is for these children and at these times that the support resources (Public Health, Welfare, Social Services) should be called for advice and help.

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PART B: III  
OPPORTUNITIES FOR WIDER SERVICE



## CHAPTER III

## OPPORTUNITIES FOR WIDER SERVICE

Parent advisory committees of all kinds are probably the newest organizational pattern for parent participation in the education of their children. The committees are called by different names. Parent councils or parent advisory councils are currently the terms being used to designate parent committees for certain programs.

Most schools educating Indian children are now receiving Title I funds from ESEA. These schools are required to organize and use the help of parent advisory committees.

What does a parent advisory committee (or parent council) do? First, they must be oriented to the student difficulties for which the program is aimed to serve. They talk about student deficiencies. They observe the school programs in action. They talk to the staff, the students and other administration. They make recommendations. In other words, they serve as a committee for analysis, appraisal and recommendations for the particular program.

Advisory committees are not paid for their work but are allowed the expense of trips and travel for their participation.

### Moms and Pops Program

Currently, these are very popular Title I projects in many boarding schools. Parents serve on short-term assignments by actually living in or working in the dormitories. Unlike other advisory committees, they work full-time on the short assignments and receive pay for their work. Like the name of the committee implies, they serve as a "mom" and "pop" (mother and father) for the children while they are on duty in the dorm.

### Home Room Parents

To foster more parental involvement, many schools for a long time have requested parents to serve as home room mothers and occasionally home room fathers. Again, the duties may vary from helping out with parties, socials, birthdays and special events. But in each instance, they serve as an important link between the school and the community. All parents serving in any capacity with the school should feel a responsibility to disseminate information about the programs they observe or take part in to the other parents in the community.

### "Just Helping Out"

Indian parents have always helped out at school. When asked, they have helped with parties, field days,

dances, etc. Helping out at school is a good way to get involved in the education of children.

A large group of Indian parents and patrons were asked to think of the many ways to help out at school.

Following are a few of their suggestions:

1. Counseling students.
2. Helping with Thanksgiving and Christmas dinners.
3. Making costumes for school plays and dances.
4. Telling stories to a class.
5. Helping sponsor special programs such as cake walks, fairs and money-raising events.
6. Serving on parent committees.
7. Helping chaperone on field trips.
8. Teaching cooking.
9. Telling about the use of native plants.
10. Teaching about Indian ways.
11. Teaching about the clan system.
12. Forming parent-child study groups and discussing the problems in raising children.

Above all, this group of parents said that all parents should attend the school activities, counsel their own children about education and develop good communication with the school staff.

### Running For A Position On The School Board

A position on the school board is often described as the public office closest to the people. Thus, a person who knows the people and feels that the people would have confidence in his or her leadership, should consider running for a position on the school board. Often in Indian communities the political race for a position on the school board is a friendly contest of neighbors.

The procedure for running for a position on the school board will vary from state to state. In some states it is a simple matter of filing for candidacy. Other states require a nominating petition signed by a per cent of the voters. There may be residency and other requirements.

The school laws of each state give the requirements and the procedures to follow in detail. All interested parents or patrons of the school district should learn the requirements and procedures for running for a position on the school board.



APPENDIX A

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## APPENDIX A

## DEVELOPING A BEHAVIOR MODIFICATION PROGRAM FOR YOUR CHILD

The following pages are a guideline that may help you in dealing with problems that you may sometimes have in raising your children. It is based on studies of how children learn. The main idea is that children tend to repeat those behaviors that are followed by some type of "reward." To teach your child "good" behavior, reward him for good behavior.

Using this as a guide, you may wish to form parent study groups and discuss with others the ways in which they deal with their children. From these groups, you may get ideas as to new ways you may deal with your child. You may also wish to develop your own program.

There are seven (7) steps:

1. Define the "problem" behavior.
2. Describe the past methods of dealing with the "problem" behavior.
3. Define the "goal" behavior.
4. What does the child like?
5. Develop new ways of reacting to the "problem" behaviors.
6. Reward the goal behaviors.
7. Measure the results.

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Step #1: Define The Problem Behavior

The first step in solving any problems is to clearly recognize what the problem is. In order to do this, you might answer and discuss such questions as:

- A. What is it that you find yourself having to nag your child for? What is it that your child does that bothers you?

In answering these questions, be as specific as you can. Describe only the child's behavior.

- B. Examples:

Some parents, in answering the questions above, stated that the problem with their child was:

1. He did not do his chores.
2. He did not pick up his clothes, toys, etc.
3. He did not eat his meals properly.
4. He fought with his brothers and sisters.
5. He did not obey us.

C. Now, thinking of your own child, list the problem behaviors with which you are concerned. Be sure you tell what it is your child does that bothers you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Step #2: Describe The Past Methods Of Dealing With The Problem Behavior

A. In this step, we would like you to think back to how you have handled the problems you have listed above in the past. What have you (and others) done when the child misbehaved? What have you done after the child misbehaved? How have you responded to the child's misbehavior? How have you handled these problems in the past?

B. Examples:

Some parents, answering the questions above, stated that:

- | <u>...when the child</u>                  | <u>...then the mother</u>  |
|---|--|
| 1. Didn't do his chores.                  | 1. Nagged him again and again to get his chores done.  |
| 2. Didn't pick up his clothes, toys, etc. | 2. Got angry, yelled at the child, or punished him.  |
| 3. Didn't eat his meals properly.         | 3. Urged him to eat his meals; talked to him how important it was to eat properly; told him he could not leave the table until he finished his meals.  |
| 4. Fought with his brothers and sisters.  | 4. Stopped the children from fighting; tried to determine who started the fight; punished the one who had started the fight and let the other children go or punished all of the children.       |
| 5. Didn't obey.                           | 5. Often reported she punished her child, lectured to him about the evils of not obeying or respecting his parents; shamed him by telling him that no good child would do such a horrible thing. |

In all of the examples above, the parents reported that they they reacted to the child's misbehavior in the ways reported above, it did not in the long run stop the misbehavior. The parents often reported that quite the opposite happened! The more the parents nagged, the more they got angry; the more the parents tried to reason with their child, the worse the child's behavior became. They reported that when they did this, the child continued not to do his chores, not to pick up his clothes, toys, etc., not to eat his meals properly, not to cooperate with his brothers and sisters, and not to obey his parents.

Very often, in the past, the parents had done just about everything to attempt to change the child's misbehavior. They pleaded, nagged, talked, and all of this effort did not improve the child's behavior for very long.

The reason is that all this attention keeps the child misbehaving. Many children misbehave because they like all the attention, even if that attention is generally unpleasant as in the form of punishment. We see, then, that very often, parents, by giving their children a tremendous amount of attention for misbehavior increase the likelihood that the misbehavior will continue and grow.

What can we do about this self-defeating way of dealing with the child? We can do as follows in the next five (5) steps:

Step #3: Define The Goal Behaviors

A. What is it that you want your child to do? It is most important that you know and tell your child what it is that you want him to do.

B. Examples:

Some parents, in defining the goal behaviors, first stated the problem and then said specifically what they wanted as the goals for their children.

<u>Problems</u>	<u>Goal Behaviors</u>
Won't do his chores.	Herd the sheep. Feed the animals. Make his bed in the morning.
Doesn't pick up his clothes, toys, etc.	Mother wants child to hang his clothes up in the closet; put extra shoes under his bed; make his bed; throw his dirty laundry in laundry basket.
Won't eat his meals.	Eat all of his meals properly.
Fights with brothers and sisters.	Be cooperative and friendly with brothers and sisters; share toys and playthings; play together cooperatively.
Doesn't obey parents.	Do whatever mother and father request of him immediately in a cheerful and friendly manner. Speak respectfully to parents.

C. Now, thinking of your own child, define what it is you want your child to do. Be very specific and describe only behaviors.

91.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now that you have clearly in mind what you want your child to do, go on to Step #4.

Step #4: What Does The Child Like?

- A. In this fourth step, find all of those things that the child wants. In other words, what does the child like to receive? What are you already giving the child that he likes to receive?

B. Examples:

Parents give their children many things...food, clothes, toys, trips to town, permission to have friends over to the house, visits to relatives, and many other things. Children like these things. They like attention from others, praise, and time spent in pleasant activities with peers and parents. They usually enjoy having stories told to them or playing games around the house.

They also usually like material things such as candy, toys, gum, games, balls, balloons, pets, and money.

They usually like to travel, take trips to town, and visit friends or relatives overnight. These are often

rewards that children desire very much.

C. Now, thinking of your own child, list the "rewards" you are willing to give your child as well as the ones you are already giving him.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Step #5: How To Deal With The Misbehavior

Look back to Step #2 and see what you have been doing when the child misbehaves. You have already learned that this does not, in the long run, work. It is important that you change the way you have been responding to your child's misbehavior. From now on, let your child know by your own behavior that you are not going to let him bother you anymore by his misbehavior. When he misbehaves, ignore him, leave him alone, or let him know in some way that his misbehavior will not receive attention from you anymore.

This means that you should probably stop arguing with your child, nagging at him, reasoning with him, talking to him about his misbehavior, or showing him that you are upset by his misbehavior.



Another way of responding to a child's misbehavior is to give attention to other children who are behaving properly. This means that when you see one of the children misbehaving, you might turn to another one that is behaving quite appropriately and give him some kind of attention or reward for his behavior. At the same time you would completely ignore the child who is misbehaving. This is an extremely powerful technique and usually has a tremendous influence on the child who is misbehaving. When he sees that only good behavior is rewarded by attention, praise, and rewards, the misbehaving child will very often change his behavior quickly.

We can see then that new ways of dealing with misbehavior might be to: 1) ignore the misbehavior, or 2) reward other children who are behaving properly at the time that misbehavior occurs in one of the children.

Examples:

Some parents, in dealing with this step, answered in the following way:

- | <u>...when the child</u> | <u>...the parents</u>  |
|--------------------------|--|
| 1. Didn't do his chores. | 1. A. Ignored the child.<br>B. Praised other children who were doing their chores. |

- |  |  |
|--|--|
| 2. Didn't pick up his clothes, toys, etc.  | 2. A. Ignored the child.<br>B. Gave the children who had picked up their clothes, toys, etc., some candy.        |
| 3. Didn't eat his meals properly.          | 3. A. Ignored the child.<br>B. Rewarded the children who had eaten properly.                                     |
| 4. Was fighting with brothers and sisters. | 4. A. Ignored the fighting.<br>B. Rewarded the children who were not fighting.                                   |
| 5. Didn't obey his parents.                | 5. A. Ignored the child.<br>B. Asked another child to do the chore and then rewarded the child for obeying them. |

Now, thinking of your own child, list how you will respond to the child's misbehavior in the future. Remember that you can do one of two things...1) ignore the child; or 2) reward other children who are behaving appropriately.

You may want to discuss with other parents ways to answer this step before you decide how you will answer it. The most important thing is to show the child that his misbehavior will no longer bring attention from others!

Step #6: Reward The Goal Behaviors

A. This is the most necessary part of your program if it is to succeed. Now you must plan how to reward your child when he behaves properly.

B. Examples:

Some parents, in planning ways to reward their children said:

...when the child...the parents sometimes

1. Herded the sheep

1. Gave money to the child.

2. Served breakfast to the child.

3. Gave verbal praise.

---

2. Hung his clothes up.

1. Gave the child "points" that earned the child more clothes.

Put his shoes away.

2. Let the child choose something he wanted.

Washed the dishes.

3. Gave verbal praise.

---

3. Ate his meals well.

1. Gave the child a piece of candy.

2. Hugged the child.

3. Gave verbal praise.

---

4. Played well with the other children.

1. Gave the child a trip to the grandparents' house.

2. Gave verbal praise.

3. Told the children a story.

---

5. Obeyed the parents
1. Gave the child a toy.
  2. Gave verbal praise.
  3. Read a story to the child.
- 

C. Now, thinking of your child, develop your own plan.

You may wish to use the form below.

<u>Goal Behaviors</u>	<u>Rewards</u>	<u>Plan</u>
(As you listed in Step #3)	(As you listed in Step #6)	1. Who will reward your child's good behavior?
1. _____	1. _____	_____
2. _____	2. _____	How? _____
3. _____	3. _____	When? _____

Step #7: Measure The Results

- A. When you begin your program, watch to see how the child's behavior changes. You can expect the goal behaviors to gradually increase in number, and the misbehaviors to gradually decrease.

B. Examples:

Parents using this type of program often reported that sometimes:

1. The child did his chores more often and better.
2. The child tended to pick up his clothes and toys better.
3. The child tended to eat better.

4. The child tended to cooperate better.
5. The child tended to obey his parents better.

C. Many parents who have used this program have reported very good results.

When you begin your plan, remember:

1. Be generous with rewards, especially at the beginning of the program.
2. Reward the child immediately after he does well.
3. Give them rewards only when they actually do what you want. Don't be fooled by promises.
4. You control the rewards. You can give them when you want and you can withhold them when you want.
5. Don't nag, punish, talk to, or give attention to the child's misbehavior! Either 1) ignore it; or 2) reward the children who are doing good.
6. Use punishment very sparingly. Sometimes, punishment may be necessary. At these times, punish and don't feel guilty about it!!
7. Talk your plan over with other parents, counselors, ministers, or friends who seem to know how to handle children.

There are some books you may like to read in order to get further suggestions and directions. Following are the names of two particularly helpful books:

Parent Effectiveness Training: The "No-Lose"  
Program For Raising Responsible Children.

Dr. Thomas Gordon. Peter H. Wyden Inc.,  
Publisher, 750 Third Avenue, New York, N.Y. 10017.

A Parents' Guide to Child Discipline. Rudolf  
Dreikurs and Loren Grey. Hawthorn Books, Inc.,  
70 Fifth Ave., New York, N.Y. 10011.