



Parent training project and its effects on academic achievement, attitudes, and absenteeism among Alaska Native students
by Kenneth Wayne Eggleston

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University
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Abstract:

The study, conducted during the 1992-93 school year, involved students in grades 4-12 and their parents in Newhalen and Nondalton Schools, Lake and Peninsula School District, King Salmon, Alaska. The purpose of this study was to determine if parents' involvement in self-directed learning activities would result in parents and their children having better attitudes toward school. A second purpose was to determine if parents' receiving the treatment would result in higher student math and reading scores and lower absenteeism.

Data were collected from both the experimental and control groups on student and parent attitudes as measured by the NASSP Comprehensive Assessment of School Environment (CASE). Data on student achievement in math and reading were collected from the ITBS scores. The Lake and Peninsula School District attendance records yielded data on student attendance.

The hypotheses that dealt with student attitudes were retained in all eight subscores on the CASE. Two of nine hypotheses that dealt with parent attitudes were rejected, parents' attitudes about teachers and discipline. Student achievement in math and reading did not improve as a result of their parents being involved; thus, the related hypotheses were retained. The hypothesis that dealt with the treatment variable and student attendance was also retained.

The researcher concluded that parent involvement in the self-directed learning activities positively changed parent attitudes in two areas, attitudes about teachers and discipline. The topics selected were related to school board policies and home/school communications rather than the academic areas of math and reading. The facilitator being a white male working with a Native population did not make a difference to the participants. Instruments which are oriented to a Western model of education may not be the most effective way of measuring student achievement and/or attitudes in a Native culture. Self-directed learning activities appear to be very effective. The role of facilitator rather than that of traditional teacher is appropriate for this environment. While parents play an important role in keeping children in school, this study did not find any impact on attendance.

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AMONG ALASKA NATIVE STUDENTS

by

Kenneth Wayne Eggleston

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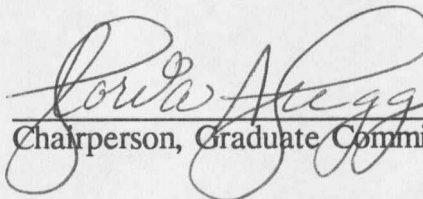
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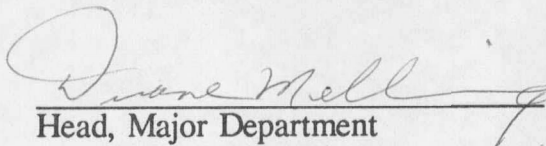
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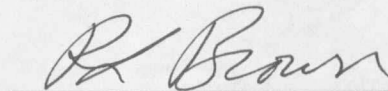
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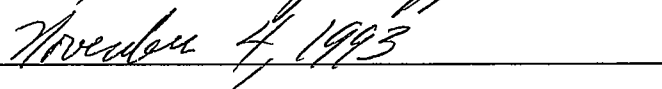
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ABSTRACT

The study, conducted during the 1992-93 school year, involved students in grades 4-12 and their parents in Newhalen and Nondalton Schools, Lake and Peninsula School District, King Salmon, Alaska. The purpose of this study was to determine if parents' involvement in self-directed learning activities would result in parents and their children having better attitudes toward school. A second purpose was to determine if parents' receiving the treatment would result in higher student math and reading scores and lower absenteeism.

Data were collected from both the experimental and control groups on student and parent attitudes as measured by the NASSP Comprehensive Assessment of School Environment (CASE). Data on student achievement in math and reading were collected from the ITBS scores. The Lake and Peninsula School District attendance records yielded data on student attendance.

The hypotheses that dealt with student attitudes were retained in all eight subscores on the CASE. Two of nine hypotheses that dealt with parent attitudes were rejected, parents' attitudes about teachers and discipline. Student achievement in math and reading did not improve as a result of their parents being involved; thus, the related hypotheses were retained. The hypothesis that dealt with the treatment variable and student attendance was also retained.

The researcher concluded that parent involvement in the self-directed learning activities positively changed parent attitudes in two areas, attitudes about teachers and discipline. The topics selected were related to school board policies and home/school communications rather than the academic areas of math and reading. The facilitator being a white male working with a Native population did not make a difference to the participants. Instruments which are oriented to a Western model of education may not be the most effective way of measuring student achievement and/or attitudes in a Native culture. Self-directed learning activities appear to be very effective. The role of facilitator rather than that of traditional teacher is appropriate for this environment. While parents play an important role in keeping children in school, this study did not find any impact on attendance.

CHAPTER 1

INTRODUCTION

Public education is not addressed in the United States Constitution as a responsibility of the federal government. Thus public education has been interpreted as a states right issue. The different federal government agencies and federal courts have been reluctant to intervene in matters of education because of this interpretation of public education. During the past 40 years, events both from outside and inside the educational community which have been classified as individual or civil rights issues covered under the fourteenth amendment, have been brought before the courts. Many of these court cases have made changes that directly or indirectly affected the American educational system and thus directly affected all parents and their involvement in that system of educating their children.

Outside influences include racial bias and its effect on how all school children were being served in public schools. This issue was addressed in a major U. S. Supreme Court case, Brown vs. Board of Education of Topeka, Kansas. In their ruling, the courts decided that it was a violation of the equal protection clause of the fourteenth amendment to separate children in the schools on the basis of race (347 U.S. 483 [1954]). Central to the theme in the court decision in the Brown case was that of individual rights of students in the area of education.

Because of the Brown case, many federal legislators perceived that an inequality existed in several states' public education laws. This perception encouraged the U.S. Congress to pass the Civil Rights Act of 1964 (Strahan & Turner, 1987).

One provision, Title VI, of the law had direct effects on educational programs. Title VI banned discrimination on the basis of race, color, and national origin in programs or activities receiving federal funding (42 U.S.C., 2000, 1964). Congress re-entered the picture in 1972 with two actions. First, it passed Title IX of the Education Amendments which prohibited discrimination on the basis of gender in any education program or activity receiving federal educational funding (20 U.S.C., 1681-82, 1972). Second, it amended Title VII of the Civil Rights Act to include gender discrimination as a prohibited employment practice and extended the coverage of the act from just the private sector to states and political subdivisions of the states such as municipalities and school boards (42 U.S.C., 2000, 1972).

As a direct result of court decisions and acts of Congress, states started to set as high-priorities, goals that would establish equalization of education. Wirt and Kirst (1975) asked, "Should the State shape the school's function and purpose, or should the school shape and guide the State's?" A review of court rulings related to education in any period of U.S. history reveals that most of the controversy over schooling is rooted in the question posed by Wirt and Kirst. Because public education is a state's right, each state throughout our nation's history has passed legislation which dictates how education will function within their state. Until a

suit is brought before the courts that addresses a particular problem, schools operate under rules and regulation established by each state's legislature, department or office of education. The courts have been the primary reason for states changing their education regulations. Thus, it appears that the state shapes the school's function and purpose.

For the first time parent participation became an issue in schools when it became a requirement for schools to participate in federal funding for Head Start in the late 1960's. In the 1970's, the Right to Read program also established parent involvement as a requirement (Bochnien, Comp, & Comp, 1985). The result of parent involvement in programs was positive and led to ever increasing ways of encouraging parent participation (Miller, 1986). With the passage of PL 94-142, the Education for All Handicapped Children Act of 1975, parents of handicapped children were mandated to be involved in their child's education as members of the child's Individualized Educational Program Committee (Public Law 94-142, 1975).

During the period of the 1970's in which the federal government was involved in education, another law was passed that directly affected American Indian parents and their children. On December 5, 1975, Public Law 93-638, The Indian Education and Self-Determination Act went into effect. This law allowed for tribal governments to control and operate federal programs, including educational services, which related to Indian people. One clause of this law established that local Indian education committees would meet and determine the educational priorities for their children (Public Law 93-638, 1975). The current

view of education is that it is a vehicle to empower American Indian/Alaska Native individuals and groups. It is seen as a mechanism enabling Indian people to control their own destiny.

In the past, before the Americanization of Native American/Alaskan Native education, parents were the teachers of their children. In their recent book, The People of Nondalton, Ellanna and Balluta (1992) stated that until very recent times, education of the young was provided in the context of the domestic unit, the extended family or kin group, and the community. One older woman described how children were taught in the evenings after they had stopped playing. It was "just like school," she recalled. The children's evening tasks, such as chopping wood and feeding dogs, were supervised by adults. Afterward, many hours were devoted to recalling events of the past, providing children with a template for acting out their lives of the future.

The right of Indian parents to be involved in their children's education has not been a part of the modern historical pattern, as the history of Indian education has noted:

The schools the children (Indian) were forced to attend were strict and authoritarian beyond what anyone would put up with today. They were also, although perhaps not intentionally, cruel. Children were rarely allowed to go home to visit their families; moreover, upon arrival at the boarding schools, they were forbidden to speak their native languages and were required to remain silent until they could speak English. That one could learn to speak by remaining silent is a pedagogical triumph not readily accomplished. (Weeks & Gidney, 1981, p. 47)

The manner the U.S. Government chose to use in educating the Native Americans and Alaskan Natives has brought with it generations of education-hating Indians and Alaskan Natives. Schools are still associated with punishment and deprivation in the minds of some Indians and Alaskan Natives because that is what it meant to the grandparents and the parents of today's children (Little Bear, 1986).

Starting in 1794, the U.S. government formalized its agreement to provide educational assistance to its indigenous citizenry through agreements in treaties with American Indians and Alaska Natives. Such a treaty with the combined tribes of the Oneida, Tuscarora, and Stockbridge was signed on December 2, 1794. The problem was educational assistance in its original intent was to civilize and Christianize those indigenous peoples. This rational had changed little until the early 1900s when the intent was changed to an intent to educate in order to assimilate. The 1973 Report of the Senate Special Subcommittee on Indian Education best summed up the original intent.

Education was the means whereby we emancipated the Indian child from his home, his parent, his extended family, and his cultural heritage. It was in effect an attempt to wash the savage habits and tribal ethic out of the child's mind and substitute a white middle-class value system in its place. (p. 45)

This perception, and with it the attitudes, has changed over the years, mainly precipitated by American Indian/Alaska Native people themselves.

Alaska, like the rest of the lower 48 states, was not spared the problems of establishing an educational system that delivered a fair and equal education for all children. Education of Alaskan children started with the territorial education

board. Not until the passage of the 1924 Citizenship Act could American Indian/Alaska Native children attend public schools. This territorial board of education, established by the Nelson Act of 1905, was formed to coordinate the school system and give aid to schools. Introduced with the passage of the Nelson Act was the segregation of school children by race. The Act established schools for children in established communities and another for Native children.

In an ethnography and ethnohistory of the inland Dena'ina Athabaskans of Alaska, Ellanna and Balluta (1992) summarized the feelings of many Alaskan Natives about the early education in Alaska by stating:

The governmentally-funded church schools were employed as instruments of social and cultural assimilation and reform, the tools of civilizing Native heathens and savages. They thereby functioned as a system for the promotion of American and Protestant ideologies. In addition to bringing about the demise of Native languages, teachers and educational policies promoted the model of western science and assumed that it would replace Native world views. Teachers and their educational policies implied or expressly stated that Native cultures were inferior to those of the western world.
(p. 302)

Apologists for the dual system argued that putting Natives with poorer backgrounds in schools with whites not only placed them at a serious disadvantage but also would result in lowering educational standards for all (Naske & Slotnick, 1987). The concept of two systems of education, one for Native children and the other for non-Natives, is inconsistent with the tenets of a democratic nation and, more specifically, is in conflict with the Alaska Constitution. This duo educational system was maintained until 1962 which was well into the statehood act of 1959.

This stands out because the Alaska Constitution states, "The legislature shall by general law establish and maintain a system of public schools open to all children of the State" (Hulley, 1970).

In 1931, the Bureau of Indian Affairs (BIA) took over the operation of rural schools from the Bureau of Education. In 1966 the school system in Alaska still had many different faces. The BIA was taking over responsibility for rural schools but some schools were still operated by the Department of Education. Many of the larger communities were operating their own schools while several private schools were being formed by different religious faiths. In late 1984, the Bureau of Indian Affairs was in the process of turning over most of its responsibilities for educating Alaska Natives to the State of Alaska (Antonson & Hanable, 1985). The state rural schools were usually small with enrollments from 12 to 60 and had one to four teachers. Native children in Alaska lagged behind the white children in educational opportunities. The 1970 census indicated only 34 percent of Alaska's 5,368 native youth of high school age were enrolled in high schools (Hulley, 1970).

Native students at the territorial Bureau of Education, or mission schools, were introduced to the American way of life. Students were required to speak English and reading, composition, handwriting, mathematics, and civics curriculums were patterned after schools in other areas of the United States. As is the standard for schools today, the school year started in September and ended in May. The state requirement to attend school prohibited most students from being involved in many of the traditional Native subsistence cycles (Antonson & Hanable, 1985).

Only a few rural schools provided secondary education. Students that wanted a high school education were required to enroll in correspondence courses or attend boarding schools in other communities or states. Rural students were often sent to boarding schools far from home. Many of the secondary students in the Lake Iliamna Region, which included Newhalen, Iliamna, and Nondalton villages, attended public schools in Anchorage. Others attended Mt. Edgecomb, the state boarding school in Sitka, Alaska, while others went to the BIA boarding school in Portland, Oregon. Students that attended these schools were able to return home during the summer. Because their parents did not have enough money to pay for their transportation home, many Alaska Native students sent to Indian schools as far away as Norman, Oklahoma, were not sent home during the summer recess. For these students, it meant they did not return home for more than four years. The State of Alaska opened several regional high schools for rural students and students attending the regional school lived in a type of foster home. The drop-out rate was very high. Students missed their families, friends, and familiar environment.

In 1972, Alaska Legal Services sued the State of Alaska on behalf of Molly Hootch. Molly, a high school student from the Western Alaska village of Emmonak, was attending school in Anchorage. The suit charged that boarding schools and correspondence courses did not provide the same educational opportunities as attending high school in the student's home community. In 1976, the State of Alaska agreed with Alaska Legal Services that villages that had an

elementary school should have high schools. Eight years later, statistics showed the effort worthwhile. High school graduation rates of students from small Alaskan communities tripled. The student drop-out rate fell dramatically (Antonson & Hanable, 1985).

Historically, American Indian/Alaska Native parents (through no fault of their own) have not been able to be involved in their children's education. Because most communities did not provide school above 8th grade, many parents of today's students were unable themselves to be involved in school in rural Alaska. Because of this personal lack of experience, many rural parents are asking questions about their children's education to which they would already know the answers if they had attended a rural public school. Most of rural Alaska is less than one full generation into having a full K-12 educational experience.

The late 1970's and early 1980's brought with it a resurgence of a belief, by more than Indian parents, that something was seriously wrong in our educational system. Spawned by this concern came the Nation at Risk: The Imperative For Educational Reform (1983) report. The report commented on parent involvement in their children's education by stating, "As surely as you [parents] are your child's first and most influential teacher, your child's ideas about education and its significance begin with you Moreover, you bear a responsibility to participate actively in your child's education" (Nation at Risk, 1983).

Following the Nation at Risk report, the final regulations of the amendment to Title 1, Chapter 1, were issued in 1989 implementing Part (A) of Chapter 1 of

Title I of the Elementary and Secondary Education Act of 1965. It provides financial aid to local educational agencies (LEA) to meet special needs populations. Part (A) also provides assistance to the U.S. Secretary of the Interior to meet the needs of educationally deprived Indian and Alaskan Native children. This legislation has specific language that encourages parent involvement. The general rule states that an LEA may receive funds under this part only if it implements programs, activities, and procedures for the involvement of parents of participating public and private school children. This involvement must include, but is not limited to, parent input into the planning, design, and implementation of the Chapter 1 LEA Program (Federal Register, 1989).

Most teachers and administrators are not selected for their ability to relate to parents, nor are they taught how to work with parents or to use them as allies in promoting the growth and development of students (Comer, 1980). Developing a parent involvement model that would bring parents into the hiring process of new staff, as some school districts have, could restore trust and mutual respect. Comer (1986) found that as schools use parents as their strengths permit, it develops in them a sense of ownership of the school and responsibility for its outcomes. When parents are present in the school, the support they offer decreases conflict and apathy (Winters & Easton, 1983).

Epstein (1989), a noted researcher on parent involvement in schools, has identified five major types of parent involvement:

- Type 1. The basic obligations of parents refers to the responsibilities of families to ensure children's health and safety; to the parenting and child-rearing skills needed to prepare children for school; to the continual need to supervise, discipline, and guide children at each age level; and the need to build positive home conditions that support schooling and behavior appropriate for each grade level.
- Type 2. The basic obligations of schools refers to the communications from school to home about school programs and children's progress.
- Type 3. Parent involvement at school refers to parent volunteers who assist teachers, administrators, and children in classrooms or in other areas of the school.
- Type 4. Parent involvement in learning activities at home refers to parent-initiated activities or child-initiated requests for help, and ideas or instructions from teachers for parents to monitor or assist their own children at home on learning activities that are coordinated with the children's classwork.
- Type 5. Parent involvement in governance and advocacy refers to parent's taking decision-making roles in the PTA/PTO, advisory councils, or other committees or groups at the school, district, or state level. (p. 21)

Parent involvement in a child's education is a major factor for improving school effectiveness, the quality of education, and a child's academic success (Epstein, 1989). Administrators and teachers need to ask parents how they want to be involved in their children's education (Chavkin & Williams, 1985). Epstein found that most parents wanted Type 4 involvement: to learn how to work with their own child at home in ways that help students succeed. As the need for parents to be involved becomes more apparent, programs will need to be designed that will help inform parents on the process of becoming involved. The

Albuquerque Public Schools through their Parent Center developed a program to address this need to communicate. Here school staff and undergraduate education majors are trained about parental involvement and training is offered to parents as well (Williams & Chavkin, 1989).

In an NEA poll (1981), over 90 percent of teachers in all parts of the country and at all grade levels stated that more home-school interaction would be desirable. Reviewing a 1978 Gallop poll that surveyed findings about parent/teacher interaction over a 10-year period, Moles (1982) concluded:

A joint and coordinated effort by parents and teachers is essential to dealing more successfully with problems of discipline, motivation, and the development of good work habits at home and in school For little added expense (which the public is willing to pay) the public schools can, by working with parents, meet educational standards impossible to reach without such cooperation. (p. 130)

In a survey of home-school partnership programs in the upper elementary and secondary schools in the 24 largest American cities, Collins and others (1982) identified 28 programs that involved parents in improving the school performance and social development of their children. Half of these programs were designed to reach low-income families classified as having students that are educationally disadvantaged. These programs reported some very encouraging results: reduced absenteeism, improved achievement scores, improved student behavior, and restored confidence and participation among parents.

In 1988 Congress passed legislation that funded a program for the Improvement and Reform of Schools and Teaching (FIRST). The main focus of

this program was to seek, encourage, and reward innovative projects and reforms designed to improve the education and achievement of America's elementary and secondary school students. An important aspect of the legislation that created FIRST was its recognition of the irreplaceable role of parents in the education of their children. Congress cited strong evidence of the direct relationship between parents involvement and improved student achievement, attitudes, and performance in school (Cross, LaPointe, & Jensen, 1991).

Purpose of the Study

The purpose of this study was to determine if parents involved in self-directed learning activities which were related to school board policies and home-school communications would result in students and parents having better attitudes toward school when compared to parents and their students who did not receive the treatment. A second purpose of this study was to determine if parents involved in self-directed learning activities which were related to school curriculum, testing, homework and attendance would result in higher student math and reading scores and lower absenteeism when compared to parents and their students who did not receive the treatment. The study was conducted during the 1992-93 school year and involved all students in grades 4-12 at Newhalen and Nondalton Schools, the Lake and Peninsula Borough School District, King Salmon, Alaska.

General Questions to be Answered

The following questions were answered by the study:

1. Was there a statistically significant difference in the students' general attitudes about teachers, at the end of the treatment, between the experimental group and the control group?
2. Was there a statistically significant difference in the students' general attitudes about fellow students, at the end of the treatment, between the experimental group and the control group?
3. Was there a statistically significant difference in the students' general attitudes about schoolwork, at the end of the treatment, between the experimental group and the control group?
4. Was there a statistically significant difference in the students' general attitudes about student activities, at the end of the treatment, between the experimental group and the control group?
5. Was there a statistically significant difference in the students' general attitudes about discipline, at the end of the treatment, between the experimental group and the control group?
6. Was there a statistically significant difference in the students' general attitudes about decision-making opportunities of students, at the end of the treatment, between the experimental group and the control group?

7. Was there a statistically significant difference in the students' general attitudes about school buildings, supplies, and upkeep, at the end of the treatment, between the experimental group and the control group?

8. Was there a statistically significant difference in the students' general attitudes about communications, at the end of the treatment, between the experimental group and the control group?

9. Was there a statistically significant difference in the parents' general attitudes about parental involvement, at the end of the treatment, between the experimental group and the control group?

10. Was there a statistically significant difference in the parents' general attitudes about school curriculum, at the end of the treatment, between the experimental group and the control group?

11. Was there a statistically significant difference in the parents' general attitudes about student activities, at the end of the treatment, between the experimental group and the control group?

12. Was there a statistically significant difference in the parents' general attitudes about teachers, at the end of the treatment, between the experimental group and the control group?

13. Was there a statistically significant difference in the parents' general attitudes about support services, at the end of the treatment, between the experimental group and the control group?

14. Was there a statistically significant difference in the parents' general attitudes about school buildings, supplies, and maintenance, at the end of the treatment, between the experimental group and the control group?

15. Was there a statistically significant difference in the parents' general attitudes about student discipline, at the end of the treatment, between the experimental group and the control group?

16. Was there a statistically significant difference in the parents' general attitudes about school administrators, at the end of the treatment, between the experimental group and the control group?

17. Was there a statistically significant difference in the parents' general attitudes about school information services, at the end of the treatment, between the experimental group and the control group?

18. Was there a statistically significant difference in the students' attendance in the 1992-93 school year compared to the 1991-92 school year, at the end of the treatment, between the experimental group and the control group?

19. Was there a statistically significant difference in the students' ITBS math scores in the 1992-93 school year compared to the 1991-92 school year, at the end of the treatment, between the experimental group and the control group?

20. Was there a statistically significant difference in the students' ITBS reading scores in the 1992-93 school year compared to the 1991-92 school year, at the end of the treatment, between the experimental group and the control group?

The Importance of the Study

The lack of involvement by American Indian/Alaska Native parents is often misinterpreted to mean disinterest in the education of their children. A more accurate assessment of their behavior is that they lack experience in interacting with school staffs; they feel that they do not have the expertise warranted to speak to the curriculum or counseling needs of their children; and they are doubtful about how their input, once given, will be received or instituted. Not wishing to feel intimidated or appear foolish, they remain inactive but not disinterested (NEA, 1983).

A general review of the literature reveals that parental involvement in Native American/Alaskan Native Education is a neglected field of study. Few detailed works on the subject exist despite the appearance of scholarly interest in Native American culture and heritage (Kincheloe, Kincheloe, & Staley, 1984). American Indian/Alaska Natives have moved from a position where their educational rights were doubtful at best to one where they can take the rightful lead in determining their future. From having their education predetermined for them, American Indian/Alaska Native people have made the transition into a new era in which they are directing the course of education for the children of future generations (NEA, 1983).

Dick Little Bear (1986), past president of the Montana Association for Bilingual Education stated:

Excluding Indian parents from the education of Indian children has not worked, and, in fact, has made Indian parents very suspicious of modern American education. A century and a half of enforced acculturation under the guise of education has had lasting detrimental effects on all Indians. These effects will continue unless Indian parents are involved in schooling their children, and they will continue until teachers start viewing their students as individuals who represent the sum total of experiences, good and bad, wrought by two different cultures and two different attitudes. (p. 224)

Moles (1982) found that effective parent involvement programs offer various forms of training and opportunities for parents to work with schools and teachers. Even though public opinion polls (Gallop, 1978) indicated that both teachers and parents favor more parent involvement, programs face many obstacles. One major obstacle to parent involvement is their reliance on other people to do their job. Most parents believe it is the school's job to educate their children. Teachers are educated and trained to teach, parents are not. This belief is referred to as the delegation model (Seeley, 1989). According to Seeley, the delegation model has been used by American society for delegating functions to government for the past 150 years. Seeley (1989) suggests:

Reliance on the delegation model in public education has created a fundamental gap between families and schools. Over the years the model has become institutionalized in the roles relationships and mind-sets not only of school staffs but of parents, students, and citizens as well. As a result, efforts by school leaders to involve parents frequently meet with resistance. Parents often signal, subconsciously and overtly, that they don't have to be involved because the job has been delegated to the schools, just as they don't have to be involved in putting out fires once the fire department has been given that job. School staffs, for their part, often do not see parent involvement as part of their professional role and indeed can quite justifiably see it as an interference with the jobs that have been delegated to them. (p. 48)

Much research on low-income and high-risk children has been completed, but few of these studies have addressed whether parent involvement works, and if so, what kinds of parent involvement works for low-income students to the extent that they can achieve at levels expected for middle class children (Henderson, 1987). What resources do parents and educators need in order to work effectively as partners? Studies so far indicate that children from low-income and minority families have the most to gain when schools involve parents. Parents do not have to be well-educated to make a difference in their children's education (Henderson, 1987). What forms of parent involvement are most appropriate for students in middle, junior high, and high school? Henderson suggests that this is an important question that needs to be answered.

Proponents of parental involvement suggest that involvement helps to improve student learning and/or improves the process by which teachers and parents provide education. Opponents of parental involvement believe other teaching strategies are equally or more effective and efficient than parental involvement. Although proponents and opponents of parent involvement have their opinions about the answers to these questions, the facts are not yet fully known (Becker & Epstein, 1983). Becker and Epstein state:

New research on parent involvement should take into account the natural variation in characteristics of teachers, students, families, schools, and classrooms. Important questions on the implementation and effects of parent involvement have been raised by this exploratory survey of teachers and by the variety of opinions they expressed. If the problems and possibilities of parent involvement

are systematically studied, research can lead quickly and directly to useful information for teachers. (p. 90)

Alaska spends one of the highest per capita amounts in the United States on students in predominantly Native community schools and has one of the lowest teacher/student ratios in the United States. When compared to Iowa Test of Basic Skills mean scores of students nation wide, mean scores of Alaska students continue to be considerably lower (Alaska State Iowa Test of Basic Skills, 1991).

If funding is then discounted as the key to Alaska students being successful in school, school districts must then look to other resources that might contribute. One resource might be parent involvement. According to a preliminary report on parental participation and school achievement in rural Alaska:

Policymakers take as an article of faith and a matter of common sense the notion that parental participation in schooling increases student achievement. Savard's review of the parental participation literature for the Alaska Department of Education concluded that parental participation was almost invariably effective, but that programs were scarce beyond elementary school.

We still lack information about the types of parental participation that are worth-while, which types have the greatest effect, and which types are most appropriate in culturally distinctive communities, such as the many Native communities in rural Alaska. (McBeath & Cornell, 1991, p. 1)

The lack of parental involvement in public education in Alaska has been noted. The importance of this proposed research was to determine if parental involvement impacts students' academic achievement in math and reading, students' attitudes about school, student attendance, and their performance on homework assignments. By giving instruction to Alaskan Native parents in these areas of their

child's education and then measuring the impact on the child's reading and math scores, attendance, homework grades, and attitudes toward school, there should be greater knowledge as to what types of parental involvement are most appropriate in a culturally distinctive community.

Definitions of Terms

Academic Achievement: Knowledge attained of skills developed in the school subject, usually designated by test scores. (Good, 1973, p. 7)

Alaskan Native: Any resident of Alaska that is not of the Caucasian races. These races would include Aleut, Athabaskan, Yupik, Inupiat (Eskimos), and children of mixed marriages.

Analysis: The process of resolving any problem or situation into its component elements (Good, 1973, p. 29)

Attitude: As measured by the CASE Parent and Student Satisfaction Survey.

Attendance: Number of days attended school by a student and accounted for on the Lake and Peninsula School District daily attendance form.

CASE: Comprehensive Assessment of School Environments, published by the National Association of Secondary Principals.

Contact: A conference, a telephone call, a note or other written communication between a teacher and parent (Iverson & Walberg, 1982, p. 395).

Contract: Implies a formal agreement to conduct and complete an activity or set of activities (Becker & Epstein, 1983, p. 94).

Facilitator: The role of the facilitator will follow a traditional adult education format. Facilitators of learning see themselves as resources for learning, rather than as didactic instructors who have all the answers. They stress that they are engaged in democratic, student-centered enhancement of individual learning and that responsibility for setting the direction and methods of learning rests as much with the learner as with the educator (Brookfield, 1986).

Home Environment: Refers to the quality and quantity of educationally stimulating experience afforded the child by parents (Iverson & Walberg, 1982, p. 394).

ITBS: Iowa Test of Basic Skills.

Math Achievement: Student 1992-93 math scores measured by the Iowa Test of Basic Skills and compared to the students 1991-92 ITBS math scores.

Parent Attitude: As measured by pre and post testing using the National Association of Secondary School Principals, Comprehensive Assessment of School Environments, Parent Satisfaction Survey.

Parent/Teacher Conference: The face-to-face communication between a child's teacher and his/her parent for the purpose of exchanging information and suggestions to facilitate the child's development (Good, 1973, p. 127).

Partnership Pledges: A form that can be initiated by the principal, teacher, parent, and student. It describes each partner's responsibility in general or specific terms (Chrispeels, Boruta, & Daugherty, 1988, p. 1).

Reading Achievement: Student 1992-93 reading scores measured by the Iowa Test of Basic Skills and compared to the students 1991-92 ITBS reading scores.

Self-Directed Learning Activities: Activities that inform parents about how to become involved and informed about their child's education. Activities may include but not limited to: (1) school district policies and procedures; (2) State and Federal Laws and procedures that affect education; (3) local school rules; (4) latest research on the importance of parental involvement in their child's education; (5) and ways of improving communication between parents and school. Knowles (1975), defined self-directed learning as a process in which individuals take the initiative in designing learning experiences, diagnoses needs, locating resources, and evaluating learning.

Socioeconomic: The background or environment indicative of both the social and economic status of an individual or group (Good, 1973, p. 553)

Student Attitude: As measured by pre and post testing using the National Association of Secondary School Principal, Comprehensive Assessment of School Environments, Student Satisfaction Survey.

Village: An community in rural Alaska that is not connected to the road system.

Limitations

The scope of this study was limited in the following ways:

1. This research project was limited to students in grades 4 through 12 enrolled in regular classrooms in Newhalen and Nondalton Schools of the Lake and Peninsula School District in Alaska in both the 1991-92 and 1992-93 school years.
2. The research project was limited to student academic achievement in math and reading.
3. The instructional content was limited to those goals and objectives established by the Lake and Peninsula School District in the math and reading curriculum.
4. This research project was limited to the second semester of the 1992-93 school year at Newhalen and Nondalton Schools in the Lake and Peninsula School District.
5. This research project was limited by the researcher being a non-native male conducting research in a traditional Alaskan Native village in rural Alaska.
6. This research project was limited to parents in Newhalen and Nondalton communities that had students enrolled in grades 4-12.

Delimitations

The following delimitations were noted:

1. The population for the purposes of this study consisted of those students in grades 4-12 at Newhalen and Nondalton schools.
2. The population for the purposes of this study consisted of parents with students in grades 4-12 at Newhalen and Nondalton schools.
3. Parents' attitudes toward public schools will be affected by cultural and historical influences.
4. Parents' educational levels are below national averages.

CHAPTER 2

REVIEW OF LITERATURE

This literature review examines specific topics as they pertain to parental involvement in their children's education. The topics are (1) overview of parental involvement in education, (2) parental involvement in reading and its effects on their child's achievement, (3) parental involvement in math and its effects on their child's achievement, (4) parental involvement in homework, (5) parental involvement in their child's education and its effects on the child's and parents' attitudes, and (6) cultural issues that affect Native American/Alaska Native parental involvement in their child's education.

Parental Involvement in Education

In a report of the Senate Special Committee on School Performance, the Fifteenth Alaska Legislature (1989) addressed Helping Schools Succeed At Helping All Children Learn. The report included research on effective schools. In the section "Effective Schooling Practices" the report states ways to make schools better places for students to learn. Parent involvement, a key part, focuses on everyone working together to get the job of learning done. Students, staff and parents all take part. In effective schools, everybody counts. Effective schools research

describes parents being involved in the following ways: parents know their responsibilities for helping students to learn; existence of building standards and procedures for involving parents and all parents are made aware of them; parents have various options for becoming involved in schooling; and staff members provide parents with information and techniques for helping students learn.

Partnership pledges, contracts, and parental agreements are all forms in which the school, parents, students and community have the opportunity to work together to improve students' achievement. According to several researchers there appears to be no one best way to involve parents (Chrispeels, Boruta, & Daugherty, 1988; Epstein, 1986; Henderson, 1987). Getting parents involved in their children's education is an important factor in academic success. Researchers have found many different ways of involving parents. Each appear to be different in scope and sequence, but all successful involvement programs reviewed included the following strands (Becker & Epstein, 1983; Comer, 1986; Henderson, 1987; Weinberg, 1989; Williams & Chavkin, 1989):

- * Increased parental interaction with the child at home and in the school setting.
- * Provide opportunities for home/school learning activities.
- * Provide flexible programming to meet diverse family needs.
- * Increase positive and productive communication between school, parents, and community.
- * Include an accurate assessment of the status of current cooperative efforts.

- * Create a vision of how parents and school staff can work together on behalf of all children.
- * Develop a plan of action to close the gap between the vision and current status.

Before the publication, The Evidence Grows (Henderson, 1987), there was no consensus of researchers that involving parents meant improving student achievement. In the early 80's, the Reagan Administration had convinced Congress to repeal most parent involvement provisions in federal education law on the grounds that they undermined the authority of local officials. Today researchers in the field of parent involvement agree on the importance of including parents in the educational process (Henderson, 1987). Still, it is not unusual to hear educators say that once children are in school, their education is best left to the professionals (Henderson, 1987). General agreement among researchers and educators is that programs are developed that involve parents in the educational process, but the breakdown comes at the point of actual implementation. When we incorporate parental involvement as a major component of our schools it must be remembered that American Indian/Alaska Natives seek harmony in their interpersonal relationships and avoid situations in which an amicable balance cannot be achieved. This affects schools directly in that American Indian/Alaska Native parents become involved and stay active as long as positive, open relations can be maintained. If they sense or experience rejection or indifference, they avoid such inharmonious situations by staying away from the school (NEA, 1983). The importance of parents

being involved does not allow our schools to have a choice; parents must be worked with in order for our school to be successful.

Parental Involvement in Reading and Its Effects on Achievement

Granowsky, Middleton, and Mumford (1979) surveyed parents about their attitudes regarding sharing the responsibility of their children's reading achievement with the school and found that 90 percent agree that there needs to be a shared responsibility. Of the parents surveyed, 91 percent wanted to learn how to work with their students at home to improve reading achievement. Parents are interested in their child's progress and believe that achievement comes through the student's individual effort and parental persistence (Goldenberg, 1984). Parents want teachers to give them ideas on how they can help their child at home (Chavkin & Williams, 1985).

Iverson and Walberg (1982) worked with parents and reading contracts, finding that significant gains in reading were made by increasing the number of contacts with parents of students in grades 1-3. Contacts were defined as a conference, a telephone call, a note, or other written communications between the parent(s) and teacher. Contracting with parents to read to or listen to their children read to them for 10 minutes each day is the most effective method to use to encourage reading in the home (Epstein & Becker, 1982). Results from standardized tests showed that pupils whose teachers involved parents often in the reading process make greater gains in reading achievement than do pupils whose

teachers involve parents seldom or not at all (Epstein, 1984). Using the Stanford Achievement Test, Ryan (1964) found that parents who have their child read two to three books per week and visit the library two to three times a month have significantly superior scores on the word meaning test compared to students whose parents did not participate in the program.

Dix (1976) found that parents who were good readers read for pleasure themselves, presented good reading models, used television selectively, subscribed to two or more newspapers, gave their children a wide variety of background experiences, and had children who gained an average of 1.5 grade levels in reading over a school year. Walberg, Bole and Waxman (1980) found that inner-city pupils could match middle-class pupils in academic achievement when educators and parents work cooperatively in pursuing joint goals in reading. Children whose mothers read to them and then listened to the child read had higher scores on reading tests (Hewison & Tizard, 1980). Pupils who took a book home to read to parents two to three times a week showed significant gains in reading over students that did not take home reading and over students who received extra help in reading at school (Tizard, Schofield, & Hewison, 1982).

Silvern (1985) reviewed 30 studies which identified parental practices that positively increased children's reading achievement. First, children whose parents read to them 8-10 minutes daily exhibit more positive attitudes toward reading and attained higher reading levels than do children whose parents do not read to them. Second, children who talk about the story after reading it and ask more questions

during the reading process had higher performance scores than children who do not ask questions. Third, children whose parents initiated talk with their children about a story they have read showed significantly higher reading achievement scores and higher development of concepts than children whose parents do not discuss the story. Long-range programs that involve parents can have profound effects on students' reading achievement (Comer, 1986). Parent involvement in reading in the home can account for approximately 20 percent of the variance in pupil achievement (Stenner & Muelier, 1973).

Research shows that many public schools are able to teach children to read and they do a good job of it. The vast majority of these schools have some common traits. Weber (1983) found that in addition to the common traits, most children in these schools who do well in reading come from homes where reading is important. Their parents support the schools and teachers, as well as their own children. Whether children will read after they have been taught to do so depends to a great extent on parental encouragement. Students who read a lot at home show larger gains on reading achievement tests (Anderson, 1985). There are many ways for parents to encourage their children to read outside of school. Special resources need not stop parents. Criscuolo (1981) suggests using the newspaper with children to help them in reading. He suggests developing pictures stories about events they have read in the paper. It has been reported (Marrow, 1983) that children who had more literature available to them at home had greater interest in reading and higher achievement in reading. Home is the child's first

learning environment, and activities there contribute greatly to a child's reading progress. In a study of what parents know, what they do at home, and what they believe about reading Wenelin and Danielson (1988) concluded from their study that school and home have a major role to play in the process of reading instruction. They also concluded that the school's role is to teach the basic skills and strategies of reading. Schools also need to inform parents concerning their unique role in the process and provide them with the means to help their children with reading. The parents' role is to motivate their children and to provide a home environment that stimulates reading. Student success with "learning to read" is no longer just an activity that is learned just at school. Research shows there can now be little doubt that parental involvement plays a crucial part in the ease with which children learn to read.

Parental Involvement in Math and Its Effects on Achievement

Much of the past research on parent involvement in their children's academic success has centered around reading. Now research is expanding into other disciplines. Griffins and Hamilton (1984) demonstrated through a project in the Inner London Education Authority that students of all ages could be helped by their parents. PACT (Parents, Teachers, and Children) is involving parents in mathematics and other subjects with great success.

A practicum program (Gross, 1974) was designed to involve parents in different ways. This program involved over 800 students in grades 1-6. All

students were tested in reading and mathematics at the end of the 1973-74 school year. When their scores were compared with those from the previous year, all grades showed significant increases in both reading and math scores. Ways in which parents became involved included the following: (1) provided parents with success reports; (2) held informal parent group discussions; (3) encouraged parents to contact other parents; (4) sent home list of books, films, TV programs and other activities; (5) recruited parents to participate in after-school parent programs; (6) organized parent-teacher mini-workshops. Gains were highest in the early grades with a 20 percent increase in first grade compared to a 5.5 percent gain in the sixth grade.

Some programs of parent involvement have involved parents giving students rewards for improved math scores. These programs also demonstrate that students' performance drops off as soon as the rewards are withdrawn (Karraker, 1972).

In a study concentrating on the Parent Education Follow-Through Program (PEFTP) (Olmsted & Rubin, 1982), four researchers found that:

A significant correlation was found between total number of DTB's (Desirable Teaching Behaviors) used by project parents and their children's scores for both reading and math on the Stanford Achievement Test, providing further evidence of a relationship between parental teaching behavior and child school performance (p. 76).

Parental Involvement in Homework and Attendance

Homework is one way families and schools can cooperate to improve students' learning. Research shows that students learn best when they, their parents, and the schools work together. There are several reasons parents fail to get involved in the homework activities. These become obstacles to parents working with their children with school activities. Among the reasons are the parents' inability to help students with homework and the fact they don't understand what is expected. Parents and schools have differing perceptions of learning priorities (Moles, 1982). To overcome these obstacles, Moles suggests that workshops be developed and offered to parents so they could learn to make simple instructional aids or develop tutoring skills. During the workshops the parents could be involved in home learning activities and learn instructional techniques designed to help with homework activities (Moles, 1982). Recent research supports the importance of home-based parent involvement and school efforts to encourage and enhance parents' efforts. Simich-Dudgeon (1987) mentions the following pertinent findings:

Parental encouragement, activities, and interest at home, as well as parental participation in schools and classrooms, have a positive influence on achievement, even after accounting for student ability and socioeconomic status.

Parents involved in academic activities with their children at home gain knowledge that makes them better able to assess the quality of teaching their children receive and to help with academic tasks.

The results of parent involvement in tutoring limited-English-proficient students are consistent with those for native English-speaking students and their families. To be most effective as home tutor, all parents - regardless of ethnic language - need school support and direct teacher involvement. (p. 4)

Research clearly indicates that greater amounts and higher standards of homework would benefit students. The amount, quality, and usefulness of homework is jointly determined by teachers, parents, and students. If one of the three legs of the homework stool is unsupported, little may be accomplished academically in the large amount of time students spend outside school (Walberg, Raschal, & Weinstein, 1985).

A review of the literature could not find specific research that investigated a connection between parent involvement and its effects on attendance. Research was found that described various attempts to improve student attendance. These reports compared improved attendance with achievement and found there was a significant improvement in achievement when attendance improved (Frederick & Walberg, 1980; Frederick, Walberg, & Rasher, 1979; Stallings, 1980; Stallings, 1987; Tomkins, 1986). What educators do know is that students can't learn if they are not in school. Parents are the key in making sure student attendance is good.

Parental Involvement and Its Effects on Parent and Student Attitudes

In a study of third and fifth grade students in Maryland schools Epstein (1984) found that when teachers made parent involvement part of their regular teaching practice, students had more positive attitudes about school. The research

on family effects on children's learning, which demonstrated that parents affect children's expectations, beliefs, and attitudes about school as well as more specific educational skills like reading and thinking, suggests that parent involvement roles besides those of direct teacher of the child might be important (Bronfenbrenner, 1979). Research (Epstein, 1984) supports that when parents are involved in their child's school activities and a positive two-way communications network is developed, parents tend to develop positive attitudes which are key to the children developing positive attitudes. The expectations and beliefs of parents are the beginning of their children's ideas and attitudes about the importance of education and learning. Therefore, parents have a crucial role in both the function and the reform of schooling (Warner, 1991). The Home and School Institute of Washington, D.C. has developed four rules for successful parent involvement. One is to provide ways for families to teach academic skills at home. The Institute has initiated a number of successful home-teaching projects with school systems in California, Michigan, South Carolina, and the District of Columbia. President of the Institute, Dorothy Rich (1985) states:

These projects, which do not duplicate school work, involve sending home learning activities as "recipes" for parents and children to do together. As a result, student test scores have improved, as have attitudes about school (p. 9).

Issues Affecting Native American/Alaska Native Parental Involvement

In a survey developed by the Northwest Regional Educational Laboratory (1993), 250 Northwestern Indian parents were asked about their involvement in their children's education. The survey reported 85 percent of the parents attended parent/teachers conferences; 90 percent said they helped their children with homework and talked to them about school. Despite these findings, only 40 percent of the parents served as volunteers in schools. Under 30 percent attended school planning sessions and fewer than 20 percent are involved in the PTA. Programs that involve parents in their children's education must be a complete effort. It appears that most American Indian/Alaska Native parents are willing to help at home but resist venturing into the school. Education of American Indian/Alaska Native children is different. Antell (1980) wrote in the report, The State of Indian Education, "In schools with large numbers of Indian students, parent involvement is more than a plus--it's an imperative." She further wrote, "In the word of one educator, parent involvement is the single most promising approach for improving educational outcomes for Indian students. Parental support and encouragement are crucial to a student's success in school. Both common sense and research tell us this" (OERI, 1991).

CHAPTER 3

METHODOLOGY

Design

This study utilized a pretest and posttest control group experimental design to determine if students of parents involved in self-directed learning activities directed toward improved communications between the school and parents would have better attendance, higher math and reading scores, and different attitudes toward school when compared to students whose parents were not involved in self-directed learning activities directed toward improved communications between the school and parents. This study also utilized a pretest and posttest control group experimental design to determine if parents involved in self-directed learning activities directed toward improved communications between the school and parents would have a change in attitude when compared to parents who were not involved in self-directed learning activities directed toward improved communications between the school and parents.

In the design of this study, two groups, an experimental and a control group, were used. Both groups were formed by random assignment. The group that received the treatment was called the experimental or treatment group; the group

which did not receive the treatment was called the control group (Huck, Cormier, & Bounds, 1974). The parents in both the experimental and control groups were administered a pretest and posttest of the dependent variable, CASE Parent Satisfaction Survey. Students of the control and experimental groups were given a pretest and posttest of the CASE Student Satisfaction Survey. The experimental group received the treatment: self-directed learning activities directed toward improved communications between the school and parents. Pretest and adjusted posttest scores of the CASE surveys, pretest and adjusted posttest math and reading ITBS test scores, and student attendance of the control and experimental groups were analyzed to determine the effectiveness of the treatment. Scores were analyzed by analysis of covariance (ANCOVA)

Population Description

The population for this study was elementary students enrolled in grades 4-12 attending either Newhalen or Nondalton Public Schools. Both schools are part of the Lake and Peninsula School District, located in the southwestern region of Alaska.

Newhalen school serves two communities, Newhalen and Iliamna. Enrollment at Newhalen school in grades preschool through 12th grade was approximately 90 students. Of these approximately 50 were enrolled in grades 4-12 during the 1992-93 school year (see Table 1). Newhalen employs 9 certificated teachers, 11 classified staff, and 1 full-time principal. Newhalen school incorporates

Table 1. Combined Class Enrollments by Grades, Newhalen and Nondalton Schools.

Grade Level	N=	Grade Level	N=
4th	12	8th	5
5th	11	9th	8
6th	15	10th	4
7th	10	11th	9
		12th	4

preschool as part of the regular curriculum, employing a certificated teacher for the pre-3 (3 year olds), pre-4 (4 year olds), and kindergarten.

The Newhalen and Iliamna communities are located in southwest Alaska on the northwestern shore of Lake Iliamna, the largest lake in Alaska. These communities are located 230 air miles southwest of Anchorage, Alaska. An eight-mile dirt road connects the two communities. Students living in Iliamna and attending Newhalen school are transported to and from school by a contracted school bus service.

Nondalton school employs seven certificated teachers, six classified staff, and one full-time principal. Nondalton school incorporates preschool as part of the regular curriculum, employing a certificated teacher for the pre-3 (3 year olds), pre-4 (4 year olds), and kindergarten. Enrollment at Nondalton school in grades preschool through 12th grade is approximately 65 students. There were approximately 35 students enrolled in grades 4-12 during the 1992-93 school year (see Table 1).

Nondalton is located on the north shore of Six Mile Lake, 22 miles north of Lake Iliamna and 6 miles south of Lake Clark National Park. A dirt road connects Iliamna and Newhalen communities to the southeast shore of Six Mile Lake. To complete the journey between communities, residents must ferry across Six Mile Lake during summer in a skiff (16 ft. and 18 ft. aluminum boats) or drive across on the ice during the winter months. From time to time in the winter months, the road between Nondalton and Iliamna is plowed by the Nondalton Native Corporation.

Commercial fishing is a major source of income for all communities in the Lake Clark and Lake Iliamna region. Many members of the Nondalton community earn part of their income from the State of Alaska Fire Service. Hired as fire crew members, these people contract to fight forest fires throughout Alaska. Subsistence hunting and fishing is another way local residents of this region provide for their basic needs. Other income opportunities are local hunting and fishing resorts, numbering about 14. Some students' parents are hired by the lodges to fill positions such as maids, cooks, and sometimes as guides. The lodges are open from the first of June to the first of November.

In Newhalen, as in Nondalton, the schools are another major source of employment. Local residents are hired as custodians, cooks, classroom aides, secretaries, and in maintenance. Lake and Peninsula School District hires several members of the different communities during the summer to complete projects that

cannot be done during the school months. These summer jobs vary in size and number of employees depending on the number of projects and amount of funding from the State of Alaska.

Ninety-eight percent of all students enrolled at Newhalen and Nondalton Schools are Alaskan Native. Their ethnic backgrounds are Yupik Eskimo, Athabaskan (inland Dena'ina), and Aleut; some have mixed ethnicity including Caucasian. All students enter school speaking English with a small fraction of the students speaking and understanding the Native language. Parents are also English speaking with a few being bilingual. Bilingual speakers in the villages are usually the grandparents, but outside the family household they use English as the primary language. Parents usually understand the Native language but do not speak it in conversational form.

Transportation in and out of villages in the area is by airplane only. No road system connects either village to outside communities. Nondalton is served by several small air taxi services; mail service is delivered by these same air taxis three days each week when weather permits. Newhalen is served by the same air taxis but is also served by ERA, a commuter service of Alaska Air lines. ERA serves Newhalen with two flights each day during the months of June through September. In the months of October to May, ERA serves the community by a single flight on Monday, Wednesday, and Friday. Besides the passenger service, ERA carries United Parcel Service and United States Postal Service materials and some small cargo items. Freight is also brought into Newhalen by Northern Air Cargo three

days each week year around when weather permits. Personal transportation in Newhalen and Nondalton consists of cars, pickups, four-wheel and three-wheel ATV's, and snowmobiles. Personal transportation is also provided in both communities by many people owning and operating small aircraft.

Sampling Procedures

The population for this study was all parents of students in grades 4-12 enrolled in Newhalen and Nondalton schools in the 1991-92 and 1992-93 school years. They were divided into two groups. The experimental group consisted of 50 percent of all parents of students in grades 4-12 in Newhalen and Nondalton schools. The other 50 percent of the parents constituted the control group.

Because some parents had several children in school, the groups were selected by family units. Using this format, a total of 18 families were in the Nondalton parent population. Newhalen had a total of 30 families with children in school. From these family groupings, 9 families from Nondalton and 15 families from Newhalen were selected for the experimental groups and for the control group. Thus, each group consisted of 24 families.

Hypotheses

According to statistical theory, the hypotheses in experimental studies are best stated in null form, that is, a statement that no difference exists between the populations being compared (Huck, Cormier, & Bounds, 1974). The level of significance is a probability that defines how rare or unlikely the sample data must

be before the hypothesis can be rejected. For this study, null hypotheses were tested at the .05 level of significance because this is a common practice to accept levels of significance (Huck, Cormier, & Bounds, 1974). The choice of the level of significance is often determined by the consequences of making a Type I or a Type II error. A Type I error occurs when a true null hypothesis is rejected while a Type II error occurs when a false null hypothesis is retained. In this study a Type II error might prevent parental involvement in the child's education by not providing parental training. Rural Alaska has made the commitment to parent involvement. Schools in rural Alaska need parental involvement so the consequences of making a Type II error in this particular study would deprive parents of the opportunity for training that might increase the effectiveness of their involvement in their child's education. A Type I error may cause the school district to spend a large amount of money on parental training materials and transportation in the delivery of the training that may not affect the child's achievement.

In the investigation of parental training and its effects on student achievement in math and reading, student attitudes toward school, student absenteeism, parental and student attitudes toward school, the following null hypotheses were tested.

1. There was no statistically significant difference between attitudes about teachers of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about teachers of students whose parents did not participate in

self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the posttest scores, which are adjusted by the pretest scores, of students on (CASE) Student Satisfaction Survey.

2. There was no statistically significant difference between attitudes about fellow students of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about fellow students of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the posttest scores, which are adjusted by the pretest scores, of students on (CASE) Student Satisfaction Survey.

3. There was no statistically significant difference between attitudes about schoolwork of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about schoolwork of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the posttest scores, which are adjusted by the pretest scores, of students on (CASE) Student Satisfaction Survey.

4. There was no statistically significant difference between attitudes about student activities of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about student activities of students whose parents did not

participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the posttest scores, which are adjusted by the pretest scores, of students on (CASE) Student Satisfaction Survey.

5. There was no statistically significant difference between attitudes about student discipline of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about student discipline of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the posttest scores, which are adjusted by the pretest scores, of students on (CASE) Student Satisfaction Survey.

6. There was no statistically significant difference between attitudes about decision-making opportunities of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about decision-making opportunities of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the posttest scores, which are adjusted by the pretest scores, of students on (CASE) Student Satisfaction Survey.

7. There was no statistically significant difference between attitudes about school buildings, supplies, and upkeep of students whose parents participated in

self-directed learning activities directed toward improved communications between the school and parents and the attitudes about school buildings, supplies, and upkeep of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the posttest scores, which are adjusted by the pretest scores, of students on (CASE) Student Satisfaction Survey.

8. There was no statistically significant difference between attitudes about communications of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about communications of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the posttest scores, which are adjusted by the pretest scores, of students on (CASE) Student Satisfaction Survey.

9. There was no statistically significant difference between the satisfaction with their involvement with the school of parents who participated in self-directed learning activities and the satisfaction with their involvement with the school of those parents who were not involved in self-directed learning activities as measured by adjusted post testing scores of parents on the (CASE) Parent Satisfaction Survey developed by National Association of Secondary School Principals.

10. There was no statistically significant difference between satisfaction with the school curriculum of parents who participated in self-directed learning activities

and satisfaction with the school curriculum of those parents who were not involved in self-directed learning activities as measured by comparing the posttest scores, which are adjusted by the pretest scores, of parents on (CASE) Parent Satisfaction Survey.

11. There was no statistically significant difference between satisfaction with student activities of parents who participated in self-directed learning activities and the satisfaction with student activities of those parents who were not involved in self-directed learning activities as measured by comparing the posttest scores, which are adjusted by the pretest scores, of parents on (CASE) Parent Satisfaction Survey.

12. There was no statistically significant difference between satisfaction with teachers of parents who participated in self-directed learning activities and the satisfaction with teachers of those parents who were not involved in self-directed learning activities as measured by comparing the posttest scores, which are adjusted by the pretest scores, of parents on (CASE) Parent Satisfaction Survey.

13. There was no statistically significant difference between satisfaction with support services of parents who participated in self-directed learning activities and the satisfaction with support services of those parents who were not involved in self-directed learning activities as measured by comparing the posttest scores, which are adjusted by the pretest scores, of parents on (CASE) Parent Satisfaction Survey.

14. There was no statistically significant difference between satisfaction with school buildings, supplies, and maintenance of parents who participated in self-directed learning activities and the satisfaction with school buildings, supplies,

and maintenance of those parents who were not involved in self-directed learning activities as measured by comparing the posttest scores, which are adjusted by the pretest scores, of parents on (CASE) Parent Satisfaction Survey.

15. There was no statistically significant difference between satisfaction with student discipline of parents who participated in self-directed learning activities and the satisfaction with student discipline of those parents who were not involved in self-directed learning activities as measured by comparing the posttest scores, which are adjusted by the pretest scores, of parents on (CASE) Parent Satisfaction Survey.

16. There was no statistically significant difference between satisfaction with school administrators of parents who participated in self-directed learning activities and the satisfaction with school administrators of those parents who were not involved in self-directed learning activities as measured by comparing the posttest scores, which are adjusted by the pretest scores, of parents on (CASE) Parent Satisfaction Survey.

17. There was no statistically significant difference between satisfaction with the school information services of parents who participated in self-directed learning activities and the satisfaction with the school information services of those parents who were not involved in self-directed learning activities as measured by comparing the posttest scores, which are adjusted by the pretest scores, of parents on (CASE) Parent Satisfaction Survey.

18. There will be no statistically significant difference in the attendance of students whose parents received training about the importance of regular school

attendance and those students whose parents who did not receive training as recorded by the Lake and Peninsula School District daily attendance form. An ADM (Average Daily Membership) percentage between the 1991-92 and 1992-93 school year comparison was used.

19. There will be no statistically significant difference between the ITBS (Iowa Test of Basic Skills) math scores for the 1992-93 school year of students whose parents received the treatment, self-directed learning activities, and the scores of students whose parents did not receive the treatment when adjusted for the 1991-1992 ITBS Math scores.

20. There will be no statistically significant difference between the ITBS (Iowa Test of Basic Skills) reading scores for the 1992-93 school year of students whose parents received the treatment, self-directed learning activities, and the scores of students whose parents did not receive the treatment when adjusted for the 1991-1992 ITBS reading scores.

Analysis of Data

The design of this research project dictates the use of analysis of covariance (ANCOVA) for the analysis of all null hypotheses. The analysis of covariance (ANCOVA) attempts to find a statistically significant difference between the dependent variable (self-directed learning activities) and the independent variables, nine subsections on the CASE parent satisfaction survey, eight subsections on the CASE student satisfaction survey, student absenteeism and student achievement in

math and reading. For those hypotheses involving CASE, the covariant was the pretest; for achievement in reading and math, the covariant was the 1991-92 normal curve equivalent (NCE) scores.

The analysis of covariance is used most often by researchers to compare group means on a dependent variable, after these group means have been adjusted for differences between the groups on some relevant covariate (concomitant) variable. The second purpose of the analysis of covariance involves the issue of power. A statistical test is powerful if it is likely to pick up significant differences (Huck, Cormier, & Bounds, 1974).

Precautions Taken for Accuracy

The computer program SPSS, PC+ was the statistical program used to compute the data collected in the study. Raw data was placed in the researcher's computer on a MicroSoft Works 3.0 spreadsheet and re-checked against the computer printouts. This data was then formatted to the SPSS, PC+ program, scored and analyzed.

Methods of Data Collection

Procedures

All parents of students enrolled in grades 4-12 at Newhalen and Nondalton schools were sent a letter introducing the program. Parents were informed that half the parents were selected for the self-directed learning activities directed

toward improved communications between the school and parents. To inquire as to the intent of the parents selected to the experimental group, a follow-up visit to their home or a phone call was made by the researcher. During the visit parents were informed about the following items:

1. Overall intent of the program.
2. How parents were selected for the study.
3. Tentative time line and possible topics to be covered during the self-directed learning activities.
4. A schedule of and rationale for parent satisfaction survey and student satisfaction survey testing and other important information.
5. Survey of parents for best day and time for training sessions.
6. Identification of parent priorities for the self-directed learning activities.

Treatment

The treatment was the self-directed learning activities directed toward improved communications between the school and parents in which half the parents of students in grades 4-12 in Nondalton and Newhalen schools were involved. Knowles (1975) defined self-directed learning as a process in which individuals take the initiative in designing learning experiences, diagnosing needs, locating resources, and evaluating learning.

Role of Facilitator

The role of the facilitator followed a traditional adult education format. Facilitators of learning see themselves as resources for learning, rather than as didactic instructors who have all the answers. They stress that they are engaged in democratic, student-centered enhancement of individual learning and that responsibility for setting the direction and methods of learning rests as much with the learner as with the educator (Brookfield, 1986). The facilitator for all self-directed learning activities directed toward improved communications between the school and parents was the researcher of this study.

Parent Self-Directed Learning Activities

In the second quarter of the school year all students in grades 4-12 in Nondalton and Newhalen schools were given the CASE Student Satisfaction Survey. During this same time period parents of students in those same grades and schools were given a CASE Parent Satisfaction Survey.

The parent self-directed learning activities directed toward improved communications between the school and parents occurred during the third and fourth quarters, January 15, 1993 to May 15, 1993. Parent self-directed learning sessions were held in Newhalen on January 28, February 6, 15, and 23, 1993, and in Nondalton on February 3, 13, 27, and March 6, 1993. The parent learning activities varied in time of day, day of the week, length of session, and amount of time between sessions depending on the parental needs. An equal number of sessions

were held at each school. All information in the form of supplies and materials were provided by the researcher for all sessions. Depending on the topics, as much as possible the materials and instruction were provided in the same format for both schools.

To help parents generate ideas for topics to be discussed during the sessions, a list of educational interactive topics was provided. Other topics were generated by the results of the pretest (CASE) Parent Satisfaction and Student Satisfaction Surveys. Discussion was not limited to those topics, however. Those topics listed included the following:

Lake and Peninsula School District Policies

1. Staffing of the schools.
2. Parents and students rights and responsibilities to communication with teachers and administration.
3. Local School Advisory Committee (LSAC) duties.
4. Grading and grade reporting systems.
5. Supervision and discipline of students.

School-Home Communications

1. Communication skills between home and school.
2. Communicating with your children about school.
3. How to interpret information brought home from school by your children and others.
4. Important dates related to the school calendar.
5. Effective parent-teacher conference techniques and problem solving skills.

School Curriculum

1. Terms related to curriculum.
2. Identification and use of curriculum guides by teachers.
3. Development process used in curriculum design in Lake and Peninsula School District.
4. Use of the curriculum by parents.
5. How parents can get involved in curriculum design.

Math and Reading Curriculum

1. Identification and use of the reading curriculum used in grades 4-12.
2. Teaching methods and expectations in the reading curriculum.
3. How to interpret and understand the reading text series.
4. Identification and use of the math curriculum used in grades 4-12.
5. Teaching methods and expectations in the math curriculum.
6. How to interpret and understand the math text series.

Testing

1. Purposes and uses of true or false, matching, multiple choice, short answer, and essay tests.
2. How to understand tests what tests are trying to do.
3. Identification of National Normed Standardized Tests, their uses and interpretation.
4. How parents can help their children prepare for and take tests.

Homework.

1. Importance of homework and how it should relate to the child's school work.
2. How to get involved in the child's homework.
3. How to establish study areas and times at home.
4. Parents as tutors.
5. District policies related to homework.

Attendance

1. Information about student absenteeism.
2. General learning styles of students.
3. Research related to student attendance and its relationship to student achievement.

The parent self-directed learning activities sessions were preceded by mailed notification to each parent in the experimental group. Parents were also contacted by telephone or VHF Radio. General notification was also presented by posting information on upcoming sessions at four locations in the Newhalen community: post office, Iliamna Trading, Iliamna Air Taxi, and Newhalen School. General notification was posted in the Nondalton community at the post office, community

store, and Nondalton School. Some face-to-face contact with parents was made by the researcher to spot check the effectiveness of the notification process.

First Session

The first session was designed to again inform parents of the intent of the study. Background information was given to parents on the latest research on the positive aspects of parent involvement in schools. Several handouts were given as resource materials. This material was designed to be taken home and used as resources to develop discussion items in future sessions.

A copy of the educational interactive topics that were provided to parents was again handed out. A general discussion was held to identify topics parents were concerned about that related to personal needs or were identified as topics that were of general interest. Items that were identified as personal needs were placed ahead of those items identified as general interest.

Newhalen and Nondalton parents identified two personal items under school curriculum to be discussed during the first session: use of the curriculum by parents and how parents can get involved in curriculum design. A discussion topic not listed on the educational interactive topics but of personal concern to several parents was the perception that the Lake and Peninsula School District was taking emphasis from the vocational education curriculum and directing it toward academic college preparatory curriculum. An article, "Join the Par-aide in Education," by Madeline Hunter was used. This article in Education Leadership

describes how volunteer parents in the classroom can enrich and extend the curriculum by sharing their career expertise, enthusiasm about avocations, and cultural knowledge. This article provoked much discussion among parents. Topics covering standardized testing and "community ownership" of the school district were discussed for future sessions. It was decided by the parents at the end of session one that parts of the Lake and Peninsula School District Policies Manual should be reviewed. Those areas listed include staffing of schools, parents' and students' rights, school and staff goals and objectives, and homework policies.

Other materials and handouts for the first session consisted of the following: the Lake and Peninsula School District (LPSD) curriculums of Algebra I, K-3 science, 7-8 grade language arts, and counseling. Articles included:

Flaxman, E., & Inger, M. (1991). Parents and schooling in the 1990s. The ERIC Review, 1 (3), 2-5.

Moore, E. K. (1991). Improving schools through parental involvement. Principal, 71 (1), 17-20.

Brandt, R. (1989). On parents and schools: A conversation with Joyce Epstein. Educational Leadership, October, 24-27.

Second Session

The areas for discussion in the second session were staffing of schools, parents' and students' rights, school and staff goals and objectives, and homework policies. To help with the discussion, topics of parents' and students' rights and homework policies, a copy of The Lake and Peninsula School District (LPSD) Student and Parent Handbook was given to all parents at the second session. A

copy of this document had already been sent to each home in the school district earlier in the school year. The following school district policies are covered in the LPSD Student and Parent Handbook: District Motto; School Board Mission Statement; Guidance and Counseling; Attendance (includes detention policy) and SPED Services; Curriculum (includes homework policy) and High School Graduation Requirements; Course Offerings; Grading System; Retention; Student Accident Insurance; Students' Rights and Responsibilities; Concerns/Complaints Procedures; Due Process; Discipline (included are a list of unacceptable behaviors and penalties); Suspension/Expulsion; Student Withdrawal; Public Display of Affection; School Phone; Activity Travel/Student Release Form; Field Trips/Student Travel/Fire Drills; and Visitors. Discussion was held on the staffing of schools and school and staff goals/objectives with the aid of the LPSD Policy Manual. Parents who requested specific policies after the session were supplied with copies out of the Lake and Peninsula School District Policy Manual. Other materials supplied to parents was a copy of 1992-93 Newhalen School and Teachers' Goals and Objectives. Parents concluded after much discussion to devote the third meeting to standardized testing and the counseling program.

Third Session

The three discussion items in the educational interactive topic list covered in this session included how to understand tests and what tests are trying to do; identification of national normed standardized tests, their uses and interpretation;

and how parents can help their children prepare for and take tests. Parent information booklets provided by the Iowa Test of Basic Skills were provided to parents. These booklets are provided to parents through the school to help inform parents of the type of questions and the format of the ITBS test. This standardized test is used by the Lake and Peninsula School District. Parents were also provided sample printouts for student performances. These samples were used to inform parents of the grading system, major subsections of the test, and how the test results may be used by parents and educators to evaluate students' performances.

The following articles on this subject were given to parents:

Crescuolo, N. P. (1986). Parent involvement in the testing program. Clearing House, 59, 330-331.

Hillerich, R. L. (1990). What does "grade level" mean? Principal, 69(3), 47-48.

Caplan, M. K., & O'Rourke, T. J. (1988). Improving student achievement of standardized tests: One approach. NASSP Bulletin, November, 54-58.

Worthen, B. R., & Spandel, V. (1991). Putting the standardized test debate in perspective. Educational Leadership, February, 65-69.

Kroen, W. (1987). Make your students test savvy. Instructor, 66.

Discussion was also held on tests used in Newhalen and Nondalton schools.

Examples of different type of tests that could be constructed by local teachers were given to parents. True-false, completion, multiple choice, and essay tests were discussed. Parents were informed as to the educational intent of each style of test. Parents were also given several suggestions on how to identify typical problems many students may have when taking these type of tests.

Fourth Session

School counseling was the topic of this session. The north area counselor was invited to this session as a guest facilitator. The counselor in this part of LPSD covers all five schools in the north part of the school district. Newhalen and Nondalton schools are two of these schools. Interest in this program by the parents should not be considered unusual. The 1992-93 school year is only the first year that the school district has had three full time counselors. It was the practice for several years to have one counselor to cover all fifteen schools in the district. Parents are very interested in the relatively new service provided to their students. The parents had been given a copy of the LPSD counseling curriculum in session one. Major discussion centered on how the curriculum was developed, how the outcomes were chosen, and how the program was delivered to students. Scholarships and graduation requirements were also discussed.

Session four ended with parents being asked to give suggestions on how to make this type of school/parent communications program better serve students. Parents were given an exit interview to fill out.

Follow-up

Arrangements were made by the facilitator (researcher) to make up those sessions missed by parents. Follow-up sessions were scheduled with each of the parents. One make-up session was held in Newhalen on March 11, 1993. Three make-up sessions were held in Nondalton on March 14, 26, and April 14, 1993.

More make-up sessions were held in Nondalton because of poor parental attendance during the February sessions. The follow-up parent training sessions reviewed the main concepts covered in the initial training sessions and provided a second opportunity for communication between school and home. All handouts and information given to parents during the regular sessions were provided during the make-up sessions.

Exit Interview

All parents were interviewed at the end of the self-directed learning activities. Parents were asked a series of questions designed to find out what parents thought were the positive and negative aspects of the parent self-directed learning activities, how many sessions they attended, and what the factors were that prevented them from attending any or all of the sessions.

CASE Posttest

At the end of the self-directed learning activities or May 1, 1993, whichever came first, all students in grades 4-12 at Newhalen and Nondalton schools were again given the CASE Student Satisfaction as a posttest. This same time frame was used to give the CASE Parent Satisfaction Survey posttest to all parents of these students.

Instrumentation

Student Satisfaction Survey

The National Association of Secondary School Principals (NASSP) Student Satisfaction Survey, developed by Neal Schmitt and Brian Loher (1986) at Michigan State University was used to measure student attitudes toward school. The NASSP Comprehensive Assessment of School Environments (CASE) Student Satisfaction Survey includes eight subsections: Teachers; Fellow Students; Schoolwork; Student Activities; Student Discipline; Decision-Making Opportunities; School Buildings, Supplies, and Upkeep; and Communications. Internal consistency coefficients (Cronbach's alpha) have been calculated for each subscale based on data collected in pilot and normative studies. Tables were constructed and used to determine the differences in attitudes between students whose parents were in the control group and of students whose parents who were in the experimental group.

The reliability of an instrument is a measure of its consistency or stability, the extent to which it yields consistent measures of given behaviors or constructs. One indication of the reliability of the NASSP Satisfaction Survey is the high internal consistency of each scale in each of the four instruments. The average reliability of the Student Satisfaction Survey scales is 0.81, with a range from 0.76 to 0.83. The Parent Satisfaction Survey has a reliability average of 0.85, with a range from 0.72 to 0.92.

The CASE study was used as both a pretest and posttest. No special training is required of the researcher to administer and score this survey.

Parent Attitude Survey

The National Association of Secondary School Principals (NASSP) Parent Satisfaction Survey, developed by Neal Schmitt and Brian Loher (1986) at Michigan State University was used to measure parents' attitudes toward school. The NASSP Comprehensive Assessment of School Environments (CASE) Parent Satisfaction Survey includes nine subsections: Parent Involvement; Curriculum; Student Activities; Teachers; Support Services; School Buildings, Supplies, and Maintenance; Student Discipline; School Administrators; and School Information Services. The CASE study was used as both a pretest and posttest. No special training is required of the researcher to administer and score this survey. Internal consistency coefficients (Cronbach's alpha) have been calculated for each subscale based on data collected in pilot and normative studies. The average internal consistency reliability of the climate subscale is .81, with a range from .67 to .92. The Parent Satisfaction Survey average is .85, with a range from .72 to .92.

CASE: Instrument Validity

Validity is the extent to which an instrument actually measures what it purports to measure. Content validity is the extent to which items on a scale are representative of the domain(s) of interest. The satisfaction instrument was developed by task force members after an extensive review of the literature. A

data bank of items was generated, based on the review and on existing measures of satisfaction development and selection of items. Satisfaction items were field tested and subjected to factor analysis. Redundant and ambiguous items were revised or excluded. Pilot testing of the instruments offered several opportunities for input and feedback from school personnel. Both empirical data from the field studies and rational considerations guided the formulation of subsequent drafts of each instrument.

Construct validity is an abstraction, not directly observable, that attempts to account for measured behaviors. Construct validity is concerned with the meaningfulness of a test; whether it really measures the underlying trait of characteristics that give it meaning. The Satisfaction Surveys represent perceptions and attitudes that can be measured. The construct validity of the three Satisfaction Surveys is the indicator of how well each instrument measures school satisfaction of the target role group.

During the development of the instruments, the task force placed great emphasis on scale and item conceptualization in order to support strong construct validity. Extensive use of exploratory and confirmatory factor analysis in field testing the instruments ensured that only concepts and items with strong factor loadings were retained.

Factor analysis of the satisfaction instruments identified both the intercorrelated items and the underlying factors (subscales) that seemed to account for the correlations. These analyses confirmed the conceptualization of the scales

and guided the revision of the instrument. Task force review and factor analyses both support a strong construct validity for the satisfaction instrument.

The Iowa Test of Basic Skills

The Iowa Tests of Basis Skills (ITBS) was used to measure the gains in student achievement in math and reading. The Iowa Test of Basic Skills batteries provide for comprehensive and continuous measurement of growth in the fundamental skills: vocabulary, reading, the mechanics of writing, methods of study, and mathematics. Multilevel-level test batteries from level 10 (4th grade) to level 14 (12th grade) were used. Reliabilities vary from test to test and grade to grade. Internal consistency reliability coefficients for the five main area scores range from .84 to .96; composite reliability is .98 for all grades. Validity, content specifications are based upon over 50 years of continuous research in curriculum, measurement procedures, interpretation and use of test results.

The Iowa Test of Basic Skills has nine main uses:

1. To determine the developmental level of students in order to better adapt materials and instructional procedures to individual needs and activities;
2. To diagnose specific qualitative strengths and weakness in students' educational development;
3. To indicate the extent to which individual students have the specific readiness skills and the abilities needed to begin instruction or the proceed to the next step in a planned instructional sequence;

4. To provide information that is useful in making administrative decisions in grouping or programming to better provide for individual differences;
5. To diagnose strengths and weaknesses in group performances (class, building, or system) that have implications for change in curriculum, instructional procedures, or emphasis;
6. To determine the relative effectiveness of the various procedures;
7. To assess the effects of experimentation and innovation;
8. To provide a behavioral model to show what is expected of each student and to provide feedback that will indicate progress toward suitable individual goals; and
9. To report performances in the basis skills to parents, student, and the general public in objective, meaningful terms (Hambleton, 1987, pp. 279-280).

The ITBS is the primary measurement tool used by the Lake and Peninsula School District to assess students performances. The Lake and Peninsula School District uses the ITBS assessment process each spring for all students enrolled in grades K-12th. To provide consistent testing data, testing is conducted during the last two weeks in April each year.

Attendance

Student attendance was measured comparing 1991-92 student attendance records to 1992-93. The Lake and Peninsula School District official attendance records are compiled at each school then transferred to official records at the school district central office in King Salmon, Alaska. Attendance records were obtained through permission of the assistant superintendent of the LPSD. All

students in grades 4-12 in Newhalen and Nondalton schools that attended 150 or more days or that were given credit for attending all four quarters in both 1991-92 and 1992-93 school years were included in the study. The 150 day attendance number is used by the Lake and Peninsula School District to establish a minimum number of days students may miss and still receive credit. Establishing the 150 days or four quarters in attendance was required to establish a covariant in the analysis of attendance by using the 1991-92 attendance as the pretest.

CHAPTER 4

ANALYSIS OF DATA

The major purpose of this study was to determine whether the students of parents who receive self-directed learning activities directed toward improved communications between the school and parents had better attendance, higher math and reading scores, and attitude changes toward school than students whose parents did not receive the instruction. The population for this study was divided into two groups. The experimental group consisted of 50% of all parents of students in grades 4-12 in the Newhalen and Nondalton schools and the other 50% made up the control group.

Parents in the experimental group were invited to attend four self-directed activities. After the training, make-up sessions were held for parents who were not able to attend the regular training sessions. For the purpose of this study, the make-up sessions were counted the same as regular sessions. Sixty-two percent of those parents in the experimental group attended all four sessions; 17% attended three sessions; 9% attended only two sessions; and 12% of the parents in the experimental group did not attend any sessions.

Both parent groups were pretested and posttested with the CASE Parent Satisfaction Survey. Students were given a pretest and posttest of the CASE Student Satisfaction Survey.

For the purposes of reporting the data, each question listed in Chapter 1 is presented followed by the hypothesis that was tested in order to answer the question. Following the question and hypothesis is a summary table of cell and/or group means and an ANCOVA summary table of results. After the summary tables, the test used to analyze the data is listed along with a description of the results.

CASE Student Satisfaction Survey

Students' attitudes about the total school environment were assessed by the NASSP CASE Student Satisfaction Survey. Comparisons between the experimental and control groups of the eight subtests of the CASE Student Satisfaction Survey were made to determine whether parental involvement in self-directed learning activities would affect student attitudes toward the total school environment. In order to assess the effect of this treatment on student attitudes, the following questions were answered.

Question 1: Was there a statistically significant difference in the students' general attitudes about teachers, at the end of the treatment, between the experimental group and the control group?

Hypothesis 1. There was no statistically significant difference between attitudes about teachers of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about teachers of students whose parents did not participate in self-directed learning activities as measured by comparing the adjusted pretest scores to posttest scores of students on the CASE Student Satisfaction Survey.

Table 2 shows the group and cell means of subsection 1, student attitudes toward teachers, and Table 3 is the summary ANCOVA table for students' satisfaction with teachers.

Table 2. Adjusted Experimental and Control Group Means for Students' Satisfaction with Teachers.

Experimental	Control
25.039	24.494

Test: At the .05 level of significance, Hypothesis 1 was retained. The p-value was .413

Results: There was no statistically significant difference between the experimental and the control group in student attitudes toward teachers.

Table 3. ANCOVA Table for Group Means of CASE, Subsection 1, Students' Satisfaction with Teachers.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	359.202	1	13.574	.000
Between	17.903	1	.677	.413
Within	1931.776	73		
Total	2308.882	75		

Question 2: Was there a statistically significant difference in the students' general attitudes toward fellow students, at the end of the treatment, between the experimental group and the control group?

Hypothesis 2. There was no statistically significant difference between attitudes about fellow students of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about fellow students of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the adjusted pretest scores to posttest scores of students on the CASE Student Satisfaction Survey developed by National Association of Secondary School Principals.

Table 4 shows the group and cell means of subsection 2, student attitudes toward teachers and Table 5 is the summary ANCOVA table for students' satisfaction with fellow students.

Table 4. Adjusted Experimental and Control Group Means for Students' Satisfaction with Fellow Students.

Experimental	Control
18.118	18.079

Table 5. ANCOVA Table for Group Means of CASE, Subsection 2, Students' Satisfaction with Fellow Students.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	325.077	1	31.497	.000
Between	2.976	1	.288	.593
Within	743.094	72		
Total	1071.147	74		

Test: At the .05 level of significance, Hypothesis 2 was retained. The p-value was .593

Results: There was no statistically significant difference between the experimental and the control group in student attitudes toward fellow students.

Question 3: Was there a statistically significant difference in the students' general attitudes about schoolwork, at the end of the treatment, between the experimental group and the control group?

Hypothesis 3. There was no statistically significant difference between attitudes about schoolwork of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about schoolwork of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the adjusted pretest scores to posttest scores of students on the CASE Student Satisfaction Survey developed by National Association of Secondary School Principals.

Table 6 shows the group and cell means of subsection 1, student attitudes toward schoolwork and Table 7 is the summary ANCOVA table for students' satisfaction with schoolwork.

Table 6. Adjusted Experimental and Control Group Means for Students' Satisfaction with Schoolwork.

Experimental	Control
19.908	18.818

Table 7. ANCOVA Table for Group Means of CASE, Subsection 3, Students' Satisfaction with Schoolwork.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	189.996	1	11.749	.001
Between	27.868	1	1.723	.193
Within	1180.491	73		
Total	1398.355	75		

Test: At the .05 level of significance, Hypothesis 3 was retained. The p-value was .193

Results: There was no statistically significant difference between the experimental and the control group in students' attitudes toward schoolwork.

Question 4: Was there a statistically significant difference in the students' general attitudes about school activities, at the end of the treatment, between the experimental group and the control group?

Hypothesis 4. There was no statistically significant difference between attitudes about student activities of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about student activities of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by

comparing the adjusted pretest scores to posttest scores of students on the CASE Student Satisfaction Survey developed by the National Association of Secondary School Principals.

Table 8 shows the group and cell means of subsection 4, student attitudes toward student activities, and Table 9 is the summary ANCOVA table for students' satisfaction with student activities.

Table 8. Adjusted Experimental and Control Group Means for Students' Satisfaction with Student Activities.

Experimental	Control
16.987	17.455

Table 9. ANCOVA Table for Group Means of CASE, Subsection 4, Students' Satisfaction with Student Activities.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	320.076	1	26.688	.000
Between	11.408	1	.951	.333
Within	875.503	73		
Total	1206.987	75		

Test: At the .05 level of significance, Hypothesis 4 was retained. The p-value was .333

Results: There was no statistically significant difference between the experimental and the control group in student attitudes toward student activities.

Question 5. Was there a statistically significant difference in the students' general attitudes about discipline, at the end of the treatment, between the experimental group and the control group?

Hypothesis 5. There was no statistically significant difference between attitudes about student discipline of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about student discipline of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the adjusted pretest scores to posttest scores of students on the CASE Student Satisfaction Survey developed by National Association of Secondary School Principals.

Table 10 shows the group and cell means of subsection 5, student attitudes toward student discipline, and Table 11 is the summary ANCOVA table for students' satisfaction with student discipline.

Table 10. Adjusted Experimental and Control Group Means for Students' Satisfaction with Student Discipline.

Experimental	Control
19.921	19.000

Table 11. ANCOVA Table for Group Means of CASE, Subsection 5, Students' Satisfaction with Student Discipline.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	43.552	1	2.574	.113
Between	7.512	1	.444	.507
Within	1200.881	71		
Total	1251.946	73		

Test: At the .05 level of significance, Hypothesis 5 was retained. The p-value was .507

Results: There was no statistically significant difference between the experimental and the control group in student attitudes toward student discipline.

Question 6: Was there a statistically significant difference in the students' general attitudes about decision-making opportunities of students, at the end of the treatment, between the experimental group and the control group?

Hypothesis 6. There was no statistically significant difference between attitudes about decision-making opportunities of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about decision-making opportunities of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the adjusted pretest scores to posttest scores of students on the CASE Student Satisfaction Survey.

Table 12 shows the group and cell means of subsection 6, student attitudes toward decision-making opportunities, and Table 13 is the summary ANCOVA table for students' satisfaction with decision-making opportunities.

Table 12. Adjusted Experimental and Control Group Means for Students' Satisfaction with Decision-Making Opportunities.

Experimental	Control
16.408	16.513

Test: At the .05 level of significance, Hypothesis 6 was retained. The p-value was .989

Results: There was no statistically significant difference between the experimental and the control group in student attitudes toward decision-making opportunities.

Table 13. ANCOVA Table for Group Means of CASE, Subsection 6, Students' Satisfaction with Decision-Making Opportunities.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	139.588	1	13.753	.000
Between	.002	1	.000	.989
Within	730.757	72		
Total	870.347	74		

Question 7: Was there a statistically significant difference in the students' general attitudes about school buildings, supplies, and upkeep, at the end of the treatment, between the experimental group and the control group?

Hypothesis 7. There was no statistically significant difference between attitudes about school buildings, supplies, and upkeep of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about school buildings, supplies, and upkeep of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the adjusted pretest scores to posttest scores of students on the CASE Student Satisfaction Survey.

Table 14 shows the group and cell means of subsection 7, student attitudes toward school buildings, supplies, and upkeep, and Table 15 is the summary

ANCOVA table for students' satisfaction with school buildings, supplies, and upkeep.

Table 14. Adjusted Experimental and Control Group Means for Students' Satisfaction with School Buildings, Supplies, and Upkeep.

Experimental	Control
22.440	22.658

Table 15. ANCOVA Table for Group Means of CASE, Subsection 7, Students' Satisfaction with School Buildings, Supplies, and Upkeep.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	337.537	1	25.936	.000
Between	2.910	1	.224	.638
Within	923.998	71		
Total	1264.446	73		

Test: At the .05 level of significance, Hypothesis 7 was retained. The p-value was .638

Results: There was no statistically significant difference between the experimental and the control group in student attitudes toward school buildings, supplies, and upkeep.

Question 8: Was there a statistically significant difference in the students' general attitudes about communications, at the end of the treatment, between the experimental group and the control group?

Hypothesis 8. There was no statistically significant difference between attitudes about communications of students whose parents participated in self-directed learning activities directed toward improved communications between the school and parents and the attitudes about communications of students whose parents did not participate in self-directed learning activities directed toward improved communications between the school and parents as measured by comparing the adjusted pretest scores to posttest scores of students on the CASE Student Satisfaction Survey.

Table 16 shows the group and cell means of subsection 8, student attitudes toward communications, and Table 17 is the summary ANCOVA table for students' satisfaction with communications.

Table 16. Adjusted Experimental and Control Group Means for Students' Satisfaction with Communications.

Experimental	Control
20.707	19.653

Table 17. ANCOVA Table for Group Means of CASE, Subsection 8, Students' Satisfaction with Communications.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	91.346	1	6.421	.014
Between	9.839	1	.692	.408
Within	995.856	70		
Total	1097.041	72		

Test: At the .05 level of significance, Hypothesis 8 was retained. The p-value was .408

Results: There was no statistically significant difference between the experimental and the control group in student attitudes toward communications.

CASE Parent Satisfaction Survey

Parents' attitudes about the total school environment were assessed by the NASSP CASE Parent Satisfaction Survey. Scores between the experimental and control groups of the nine subtests of the CASE Parent Satisfaction Survey were made to determine whether parental involvement in self-directed learning activities would affect their attitudes toward the total school environment. In order to assess the effect of this treatment on parents' attitudes, the following questions were answered.

Question 9. Was there a statistically significant difference in the parents' general attitudes about parental involvement, at the end of the treatment, between the experimental group and the control group?

Hypothesis 9. There was no statistically significant difference between the satisfaction with their involvement with the school of parents who had received treatment and the satisfaction with their involvement of those parents who did not receive treatment as measured by adjusted posttesting scores of parents on the CASE Parent Satisfaction Survey.

Table 18 shows the group and cell means of subsection 1, parents' attitudes toward parent involvement, and Table 19 is the summary ANCOVA table for parents' satisfaction with parent involvement.

Table 18. Adjusted Experimental and Control Group Means for Parents' Satisfaction with Parent Involvement.

Experimental	Control
18.176	16.912

Test: At the .05 level of significance, Hypothesis 9 was retained. The p-value was .965

Results: There was no statistically significant difference between the experimental and the control group in parents' attitudes toward parent involvement.

Table 19. ANCOVA Table for Group Means of CASE, Subsection 1, Parents' Satisfaction.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	36.384	1	3.146	.086
Between	.022	1	.022	.965
Within	358.535	31		
Total	394.941	33		

Question 10. Was there a statistically significant difference in the parents' general attitudes about school curriculum, at the end of the treatment, between the experimental group and the control group?

Hypothesis 10. There was no statistically significant difference between satisfaction with the school curriculum of parents who participated in self-directed learning activities and the satisfaction with the school curriculum of those parents who were not involved in self-directed learning activities as measured by an adjusted pretest with posttesting scores of parents on the CASE Parent Satisfaction Survey.

Table 20 shows the group and cell means of subsection 2, parent attitudes toward school curriculum, and Table 21 is the summary ANCOVA table for parents' satisfaction with school curriculum.

Table 20. Adjusted Experimental and Control Group Means for Parents' Satisfaction with School Curriculum.

Experimental	Control
23.382	23.618

Table 21. ANCOVA Table for Group Means of CASE, Subjection 2, Parents' Satisfaction with School Curriculum.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	87.182	1	1.564	.220
Between	.350	1	.006	.937
Within	1728.497	31		
Total	1816.029	33		

Test: At the .05 level of significance, Hypothesis 10 was retained. The p-value was .937

Results: There was no statistically significant difference between the experimental and the control group in parents' attitudes toward school curriculum.

Question 11. Was there a statistically significant difference in the parents' general attitudes about student activities, at the end of the treatment, between the experimental group and the control group?

Hypothesis 11. There was no statistically significant difference between satisfaction with student activities of parents who participated in self-directed learning activities and the satisfaction with student activities of those parents who were not involved in self-directed learning activities as measured by an adjusted pretest with posttesting scores of parents on the CASE Parent Satisfaction Survey.

Table 22 shows the group and cell means of subsection 3, parent attitudes toward student activities, and Table 23 is the summary ANCOVA table for parents' satisfaction with student activities.

Table 22. Adjusted Experimental and Control Group Means for Parents' Satisfaction with Student Activities.

Experimental	Control
26.971	26.676

Table 23. ANCOVA Table for Group Means of CASE, Subsection 3, Parents' Satisfaction with Student Activities.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	148.215	1	2.301	.139
Between	43.673	1	.678	.417
Within	1997.082	31		
Total	2188.971	33		

Test: At the .05 level of significance, Hypothesis 11 was retained. The p-value was .417

Results: There was no statistically significant difference between the experimental and the control group in parents' attitudes toward student activities.

Question 12. Was there a statistically significant difference in the parents' general attitudes about teachers, at the end of the treatment, between the experimental group and the control group?

Hypothesis 12. There was no statistically significant difference between satisfaction with teachers of parents who participated in self-directed learning activities and the satisfaction with teachers of those parents who were not involved in self-directed learning activities as measured by an adjusted pretest with posttesting scores of parents on the CASE Parent Satisfaction Survey.

Table 24 shows the group and cell means of subsection 4, parent attitudes toward teachers, and Table 25 is the summary ANCOVA table for parents' satisfaction with teachers.

Table 24. Adjusted Experimental and Control Group Means for Parents' Satisfaction with Teachers.

Experimental	Control
28.147	23.147

Table 25. ANCOVA Table for Group Means of CASE, Subsection 4, Parents' Satisfaction with Teachers.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	16.064	1	.734	.398
Between	221.319	1	10.106	.003
Within	678.881	31		
Total	916.265	33		

Test: At the .05 level of significance, Hypothesis 12 was rejected. The p-value was .003

Results: There was a statistically significant difference between the experimental and the control group in parents' attitudes toward teachers.

Question 13. Was there a statistically significant difference in the parents' general attitudes about support services, at the end of the treatment, between the experimental group and the control group?

Hypothesis 13. There was no statistically significant difference between satisfaction with support services of parents who participated in self-directed learning activities and the satisfaction with support services of those parents who were not involved in self-directed learning activities as measured by an adjusted pretest with posttesting scores of parents on the CASE Parent Satisfaction Survey.

Table 26 shows the group and cell means of subsection 5, parent attitudes toward support services, and Table 27 is the summary ANCOVA table for parents' satisfaction with support services.

Table 26. Adjusted Experimental and Control Group Means for Parents' Satisfaction with Support Services.

Experimental	Control
21.441	19.118

Table 27. ANCOVA Table for Group Means of CASE, Subsection 5, Parents' Satisfaction with Support Services.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	258.779	1	10.805	.003
Between	9.147	1	.382	.541
Within	742.456	31		
Total	1010.382	33		

Test: At the .05 level of significance, Hypothesis 13 was retained. The p-value was .541

Results: There was no statistically significant difference between the experimental and the control group in parents' attitudes toward support services.

Question 14. Was there a statistically significant difference in the parents' general attitudes about school buildings, supplies, and maintenance, at the end of the treatment, between the experimental group and the control group?

Hypothesis 14. There was no statistically significant difference between satisfaction with school buildings, supplies, and maintenance of parents who participated in self-directed learning activities and the satisfaction with school buildings, supplies, and maintenance of those parents who were not involved in self-directed learning activities as measured by an adjusted pretest with posttesting scores of parents on the CASE Parent Satisfaction Survey.

Table 28 shows the group and cell means of subsection 6, parent attitudes toward school buildings, supplies, and maintenance, and Table 29 is the summary ANCOVA table for parents' satisfaction with school buildings, supplies, and maintenance.

Table 28. Adjusted Experimental and Control Group Means for Parents' Satisfaction with School Buildings, Supplies, and Maintenance.

Experimental	Control
15.882	14.735

Table 29. ANCOVA Table for Group Means of CASE, Subsection 6, Parents' Satisfaction with School Buildings, Supplies, and Maintenance.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	66.797	1	8.348	.007
Between	10.685	1	1.335	.257
Within	248.047	31		
Total	325.529	33		

Test: At the .05 level of significance, Hypothesis 14 was retained. The p-value was .257

Results: There was no statistically significant difference between the experimental and the control group in parents' attitudes toward school buildings, supplies, and maintenance.

Question 15. Was there a statistically significant difference in the parents' general attitudes about student discipline, at the end of the treatment, between the experimental group and the control group?

Hypothesis 15. There was no statistically significant difference between satisfaction with student discipline of parents who participated in self-directed learning activities and the satisfaction with student discipline of those parents who were not involved in self-directed learning activities as measured by an adjusted pretest with posttesting scores of parents on the CASE Parent Satisfaction Survey.

Table 30 shows the group and cell means of subsection 7, parent attitudes toward student discipline, and Table 31 is the summary ANCOVA table for parents' satisfaction with student discipline.

Table 30. Adjusted Experimental and Control Group Means for Parents' Satisfaction with Student Discipline.

Experimental	Control
29.235	26.735

Table 31. ANCOVA Table for Group Means of CASE, Subsection 7, Parents' Satisfaction with Student Discipline.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	33.145	1	.862	.360
Between	172.437	1	4.483	.042
Within	1192.535	31		
Total	1398.118	33		

Test: At the .05 level of significance, Hypothesis 15 was rejected. The p-value was .042

Results: There was a statistically significant difference between the experimental and the control group in parents' attitudes toward student discipline.

Question 16. Was there a statistically significant difference in the parents' general attitudes about school administrators, at the end of the treatment, between the experimental group and the control group?

Hypothesis 16. There was no statistically significant difference between satisfaction with school administrators of parents who participated in self-directed learning activities and the satisfaction with school administrators of those parents who were not involved in self-directed learning activities as measured by an adjusted pretest with posttesting scores of parents on the CASE Parent Satisfaction Survey.

Table 32 shows the group and cell means of subsection 8, parent attitudes toward school administrators, and Table 33 is the summary ANCOVA table for parents' satisfaction with parent involvement.

Table 32. Adjusted Experimental and Control Group Means for Parents' Satisfaction with School Administrators.

Experimental	Control
25.618	24.882

Test: At the .05 level of significance, Hypothesis 16 was retained. The p-value was .059

Results: There was no statistically significant difference between the experimental and the control group in parents' attitudes toward school administrators.

Table 33. ANCOVA Table for Group Means of CASE, Subsection 8, Parents' Satisfaction with School Administrators.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	180.614	1	3.366	.076
Between	205.846	1	3.836	.059
Within	1663.569	31		
Total	2050.029	33		

Question 17. Was there a statistically significant difference in the parents' general attitudes about school information services, at the end of the treatment, between the experimental group and the control group?

Hypothesis 17. There was no statistically significant difference between satisfaction with the school information services of parents who participated in self-directed learning activities and the satisfaction with the school information services of those parents who were not involved in self-directed learning activities as measured by an adjusted pretest with posttesting scores of parents on the CASE Parent Satisfaction Survey.

Table 34 shows the group and cell means of subsection 9, parent attitudes toward school information services, and Table 35 is the summary ANCOVA table for parents' satisfaction with school information services.

Table 34. Adjusted Experimental and Control Group Means for Parents' Satisfaction with School Information Services.

Experimental	Control
20.788	20.853

Table 35. ANCOVA Table for Group Means of CASE, Subsection 9, Parents' Satisfaction with School Information Services.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	88.345	1	2.841	.102
Between	28.228	1	.908	.348
Within	932.943	30		
Total	1049.515	32		

Test: At the .05 level of significance, Hypothesis 17 was retained. The p-value was .348

Results: There was no statistically significant difference between the experimental and the control group in parents' attitudes toward school information services.

Student Attendance

Attendance records of students of parents in the control and experimental treatment groups were used to assess attendance data. Lake and Peninsula School District attendance records for the school years of 1991-92 were compared to students' attendance records for the 1992-93 school year. Students' attendance was based upon 180 days as the total number of days possible during the school year. Both school years had the same number of days for student count. Only students who were enrolled in school years 1991-92 and 1992-93 in Newhalen and Nondalton schools in the Lake and Peninsula School District were used. To assess the difference the treatment may have made in the attendance of students in the experimental group, the following question was asked and hypothesis tested.

Question 18. Was there a statistically significant difference in the students' attendance in the 1992-93 school year compared to the 1991-92 school year, at the end of the treatment, between the experimental group and the control group?

Hypothesis 18. There will be no statistically significant difference in the attendance of students whose parents received training about the importance of regular school attendance and those students whose parents who did not receive training as recorded by the Lake and Peninsula School District daily attendance form. An ADM (Average Daily Membership) percentage between the 1991-92 and 1992-93 school year comparison was used.

Table 36 shows the group and cell means of students' attendance for students in grades 4-12 who attended Newhalen or Nondalton Schools in 1991-92 and 1992-93, and Table 37 is the summary ANCOVA table for the students' attendance.

Table 36. Adjusted Experimental and Control Group Means for Student Attendance for the School Years 1991-92 and 1992-93.

Experimental	Control
94.153	94.792

Table 37. ANCOVA Table for Group Means of Attendance for School Years 1991-92 and 1992-93.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	7.924	1	.155	.695
Between	85.274	1	1.671	.200
Within	3777.322	74		
Total	3870.519	76		

Test: At the .05 level of significance, Hypothesis 18 was retained. The p-value was .200.

Results: There was no statistically significant difference between the experimental and the control group in attendance between students of parents who received treatment and those students whose parents did not receive treatment.

Student ITBS Math Scores

To address the effect of the treatment, parents involved in self-directed learning activities, on students' academic success in math, the following question was answered:

Question 19. Was there a statistically significant difference in the students' ITBS math scores in the 1992-93 school year compared to the 1991-92 school year, at the end of the treatment, between the experimental group and the control group?

Hypothesis 19. There will be no statistically significant difference between the ITBS math scores for the 1992-93 school year of students whose parent received the treatment, self-directed learning activities and the scores of students whose parents did not receive the treatment when adjusted for the 1991-1992 ITBS Math scores.

Table 38 shows the group means on the students' scores on the ITBS math scores and Table 39 is an ANCOVA summary table for students' math scores on the ITBS.

Table 38. Adjusted Experimental and Control Group Means for Students' ITBS Math Scores.

Experimental	Control
41.887	40.211

Table 39. ANCOVA Table for Group Means of Students' ITBS Math Scores.

Source	<u>SS</u>	<u>df</u>	<u>F</u>	<u>p</u>
Covariable	8071.826	1	60.322	.000
Between	81.123	1	.606	.439
Within	8831.603	66		
Total	16984.551	68		

Test: At the .05 level of significance, Hypothesis 17 was retained. The p-value was .439

Results: There was no statistically significant difference between the experimental and the control group students' ITBS math scores.

Student ITBS Reading Scores

To address the effect of the treatment, parents involved in self-directed learning activities on students' academic success in reading, the following question was answered.

Question 20. Was there a statistically significant difference in the students' ITBS reading scores in the 1992-93 school year compared to the 1991-92 school year, at the end of the treatment, between the experimental group and the control group?

Hypothesis 20. There will be no statistically significant difference between the ITBS (Iowa Test of Basic Skills) reading scores for the 1992-93 school year of students whose parents received the treatment, self-directed learning activities, and the scores of students whose parents did not receive the treatment when adjusted for the 1991-1992 ITBS reading scores.

Table 40 shows the group means on the students' scores on the ITBS reading scores, and Table 41 is an ANCOVA summary table for students' reading scores on the ITBS.

Table 40. Adjusted Experimental and Control Group Means for Students' ITBS Reading Scores.

Experimental	Control
39.746	39.549

Table 41. ANCOVA Table for Group Means of Students' ITBS Reading Scores.

Source	SS	df	F	p
Covariable	8473.913	1	67.210	.000
Between	76.623	1	.608	.438
Within	8321.406	66		
Total	16871.942	68		

Test: At the .05 level of significance, Hypothesis 20 was retained. The p-value was .438

Results: There was no statistically significant difference between the experimental and the control group students' ITBS reading scores.

Parent Exit Interview

All parents selected for the self-directed activities group were hand-delivered an exit survey (see Appendix B) the first week of May, 1993. A return visit was made to parents' homes to collect the surveys. All parents in Newhalen and Nondalton who were selected for the experimental group filled out surveys. The exit survey was designed to assess the positive and negative aspects of the self-directed learning activities. Parents were asked to complete the survey even if they did not attend any of the sessions. If parents failed to attend any or all of the sessions, they were asked to list some of the reasons they were unable to attend. Most parents listed church activities and other meetings as primary reasons. Other meetings listed were: teleconferences for college classes from the University of Alaska, Fairbanks; village council meetings; regional borough meetings; and electrical co-op meetings. Several listed camping and hunting as reasons while many stated they were just out of the village at the time of the meetings. Some just forgot about the meetings; some stated they never received notice of the meetings. Other reasons included bingo, birthday parties, steams (traditional bathing), no babysitter, and medical reasons.

One of the limitations stated for this research was that of a white male (non-native) presenting the self-directed learning activities in traditional rural Alaska native villages. Questions were asked of the parents as to their feelings about this issue. Parents were asked if the workshops being presented by a non-native male and that non-native male being a Lake and Peninsula School District principal had any effect on their attendance. Twenty-three of the twenty-four respondents answered "no" to those two questions.

The majority of the parents liked the location, time, and dates of the sessions chosen by the group. The months of the school year in which the self-directed learning activities were held was established by the researcher. Parents agreed this was appropriate but listed the fall months of September, October, and November as preferred if future sessions were held. This question of a good time of day, time of year, and location in the school seemed to meet approval even by parents who did not attend any of the sessions.

The participants approved of the issues and subjects covered in the sessions. A major reason for this may be that parents made the decisions about what subjects were chosen for discussion. The major themes on which parents wanted discussion and information were school management, policies, and procedures. Parents' and students' rights covered in The Lake and Peninsula School District Student and Parent Handbook was listed by parents as one of the best discussions. Parents also listed discussions about homework, curriculum, attendance, and school board policies as important.

Parents believed that this type of school/parent communication was very positive. The majority of parents in the treatment group believed this program should be continued in the future and that they would attend future sessions.

Parents also believed that this program, in the current format, would be accepted by the entire community.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem of this research project was to determine if parents involved in self-directed learning activities directed toward improved communications between the school and parents would result in students and parents having better attitudes toward school when compared to parents and their students who did not receive the treatment. A second problem of this research was to determine if parents involved in self-directed learning activities directed toward improved communications between the school and parents would result in higher student math and reading scores and lower absenteeism when compared to parents and their students who did not receive the treatment. The sample used in this study, the procedures used, the analysis of the data, and results of the analysis are described in this chapter. Conclusions are followed by applications to education. Finally, recommendations for further research are discussed.

Summary of the Study

The research was conducted with parents who had students enrolled in grades 4-12 in Newhalen and Nondalton schools in the Lake and Peninsula School District, Alaska. The treatment used a series of four meetings where the parents

were involved in self-directed learning activities that included Lake and Peninsula School District Policies, School/Home Communications, School Curriculum, Testing, Homework, and Attendance. Parents established the content of each session. The researcher filled the role of a facilitator. Sessions were held during the months of February, March, and April, 1993.

Data were collected from both the experimental and control groups on student and parent attitudes, student achievement in math and reading, and student attendance. Data on student achievement were collected using the Iowa Test of Basic Skills, a national normed standardized test. The NASSP Comprehensive Assessment of School Environments (CASE) Parent and Student Satisfaction Surveys were used to collect data on students' and parents' attitudes. Lake and Peninsula student attendance records were used to collect data on student attendance.

Analysis of covariance was used to analyze the data. The covariate in the analysis of attitudes was the pretest scores. The covariates in the analysis of achievement in math and reading were the students scores on the 1991-92 ITBS test. The covariate in the analysis of attendance was student days in attendance in 1991-92. A personal survey developed by the researcher was used to collect data from parents at the end of the sessions.

The hypotheses that dealt with the relationship between the treatment variable and student attitudes were retained for all eight subscores on the CASE. The hypotheses that dealt with the relationship between the treatment variable and

parent attitudes were retained for seven of the nine subscales. However, differences were found on the subsections dealing with parents' attitudes about teachers and parents' attitudes about discipline. In both cases the scores were higher for the parents involved in the training sessions than for the parents who did not participate in the discussion sessions.

No statistically significant relationships were found between the treatment variable and student achievement in math and reading. Thus, the hypotheses were retained. The hypothesis that dealt with the relationship between the treatment variable and student attendance was also retained.

Conclusions

Based on the findings of this study, the following conclusions are important.

1. Parent involvement in the self-directed learning activities positively changed parent attitudes in two areas, attitudes about teachers and discipline, but did not result in any changes in attitudes about parent involvement, curriculum, student activities, student support services, school buildings/supplies/maintenance, school administrators, or information services.
2. As a result of their parents' involvement, student attitudes did not change as related to teachers, fellow students, schoolwork, student activities, student discipline, decision-making opportunities, school buildings/supplies/upkeep and communications.

3. The self-directed learning activities gave parents the opportunity to select the topics to be covered in each of the sessions. The topics selected were related to school board policies and home/school communications rather than being related to helping their children in the academic areas of math and reading. This strong interest in policy and communications may be related to their past experiences when Native American/Alaska Native parents had no rights related to being involved with their children's schools. This lack of rights related to parent involvement and the impact on attitudes toward school is similar to what Weeks and Gidney (1981) noted in their book, Subjugation and Dishonor: A Brief History of the Travail of the Native American.

4. Prior to the implementation of this study, concern was expressed about the workshop facilitator being a white male working with a Native population. However, this did not appear to make a difference to the participants.

5. The use of two instruments, CASE and ITBS, which are oriented to a Western model of education, may not be the most effective way of measuring student achievement and/or attitudes in a Native culture. It may be better in this setting to use a naturalistic design which uses qualitative measures, especially as related to parent and student attitudes.

6. The idea of using the self-directed learning activities where participants have a choice in the topics covered appears to be very effective. This approach is supported in the literature of adult education (Knowles, 1975; Brookfield, 1986) and should be continued when working with Native populations.

7. The role of facilitator rather than that of traditional teacher is appropriate for this environment. Brookfield (1986) supports this facilitator role as being important when using a learner centered rather than teacher centered approach.

8. While one purpose of the study was to impact student achievement in reading and math, because parents did not select topics directly related to helping their children with reading and math, there was no improvement in student achievement in these areas. Even though the fact that parents got involved might have an indirect impact in these areas, this study does not lend itself to such a conclusion.

9. While educators know that attendance is important to student achievement and that parents are the key to students being in school (Frederick & Walberg, 1980; Frederick, Walberg, & Rasher, 1979; Stallings, 1980, Stallings, 1987; Tomkins, 1986), this study did not find any impact on student attendance.

Recommendations for Education

As a result of the findings of this research project, the following recommendations are made to those school districts that would choose to use this method of improving school/parent communications:

1. To increase attendance, involve parents in establishing the time of year, days of week, and time of day that the sessions will be held.

2. To help eliminate the basic mistrust between Alaska Native parents and the school, the workshop presenter should act as a facilitator.

3. Parents should choose the topics to be discussed for each session, thus establishing a shared responsibility for the success of the workshops.

4. Because of the lack of traditional forms of communications in the rural Alaskan villages, it is important that notification be sent out to parents several days prior to the session. Notification of the sessions should take the form traditionally used by parents in the respective village.

5. To assure parents that the sessions are not an agenda of the school, this notification needs to stress that topics were chosen by parents in the previous session. It should also include time and place.

6. Topics discussed in the session should be published in a weekly newsletter. This is important to keep parents not attending the sessions from becoming suspicious of some "exclusive group" being established in the community.

7. Even though there was limited statistical evidence that the workshops made a difference, the exit interview provided evidence that efforts to improve communications between parents and schools were important and these interviews should be part of the workshop design.

8. Prior to the sessions, potential topics should be organized into information packets. These packets may then be utilized by the parents in their discussion on specific topics.

Recommendations for Further Research

Recommendations for possible further research are:

1. This research project should be replicated as close as possible with other Native populations to see if similar or different results occur.
2. To overcome generations of mistrust and negative attitudes about traditional western education by Alaskan Native parents, a longer period of time will be needed. Therefore, a longitudinal study of at least three school years should be used.
3. This research project should be replicated as close as possible using schools that could provide a larger N for the experimental and control groups.
4. Based upon the results of this study, a naturalistic approach might be more appropriate, particularly in this environment. Use of interview and observation techniques may be better measures of attitude changes.
5. If the major purpose of future research is to improve student achievement in reading and math, it will be necessary to insure that the workshops include topics to help parents learn how they can work with their children in these areas.

Postscript to the Study

While this was not a part of the study per se, these observations seem to support the idea that when given the opportunity, and when parents feel comfortable with the school, they will start to become more involved. The following behavioral changes have been noted by the researcher at Nondalton and Newhalen Schools since the workshops ended.

1. Twice as many parents were on the ballots for open positions on the local school advisory committee (LSAC). This five-member committee is elected by popular vote of local community members during October of each year. In the past several years one person has been on the ballot for each position. During the current year's election held in both communities two names were on the ballot for each position.

2. Attendance of parents at the local school advisory committee (LSAC) meetings has improved from last school year. Attendance during the September and October meetings in Nondalton improved from an average of 3 parents attending meetings in 1992 to an average of 7 parents attending in 1993. Newhalen has improved from an average of 5 parents at each meeting to 12.

3. Newhalen has had 3 parents volunteer to help in the preschool program while in past years there were none.

4. Two parents have asked to visit their child's classroom on a regular basis so that they can better understand where the child is having problems. This is compared to no request in previous years.

5. One of the parents involved in the self-directed activities was not an active member of the local Parent/Teacher/Student Association (PTSA). He is now the local president.

6. In 1992-93 the PTSA held only three community meetings. They have already held two meetings in 1993-94.

7. The local PTSA president has made a teacher part of the executive board. This was not past practice.

8. A major concern of parents who attended the self-directed activities in Nondalton was how classified personnel were hired. The principal, with input from the LSAC, developed a complete set of interview questions and evaluative tasks related to hiring of classified personnel. Comments from the community have been very favorable.

9. Discussion held on parents' rights during the second session resulted in a change to the Newhalen LSAC agenda to include a new business item related to holding an open forum on parent and community concerns. Parent and community concerns can now be presented to the LSAC without the fear of social reaction when parents' names are printed in the agenda.

10. Parents have asked the researcher to offer the self-directed learning activities again this year. This not only includes parents who were participants last year but several who were non-participants.

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APPENDICES

APPENDIX A
INTRODUCTORY LETTER TO PARENTS

Parent's Name

Mailing Address

Iliamna or Nondalton, AK 99606

Dear (Parent's Name):

I believe the education of your children is one of the most important parts of their lives. I also believe that parents want the best education for their children. I have been involved in the education of children for over twenty years. In those years I have tried to make sure that parents were involved in the decisions made about their children's education. This is hard to do and I have not always been successful. When problems have come up between the school and parents because of lack of involvement or poor communications I wonder how it could be avoided. Most times these problems could have been avoided by something as simple as a phone call. I have been given the opportunity by the Lake and Peninsula Borough School District, Nondalton Local School Advisory Committee (LSAC), and Newhalen/Iliamna LSAC to try to find a way to better communicate and involve parents in their children's education.

I have been directly involved with parents in the Lake and Peninsula School Districts' schools in Perryville, Ivanoff Bay, Igiugig, Pedro Bay, and Newhalen/Iliamna for the past five years as a principal. In those schools when problems came up, I asked parents what was the one thing that they believed caused the problem. The majority answered, "We didn't know what the school wanted or what they (the school or school district) expected of us."

To help solve some of the problems between schools and parents I am asking you to help me develop a program of parental involvement in their child's

education. This program will ask a number of parents of children in grades 4-12 in Nondalton and Newhalen schools, selected at random, to meet with me to develop a program aimed at making parents better informed about school. You are one of the selected parents. We will work as a team to develop answers to questions that parents might have about school. I am only requesting that you bring with you to the meetings questions that you may have or have had heard voiced by other parents. Some questions have answers. An example of that type of question might be: How can I help my child with homework or how are teachers or principals approved to teach our kids in Alaska? Other questions have no clear answers. These will be discussed among members of the team. Hopefully coming up with some type of answer that can be shared with other parents. Please don't expect to come to the meetings and have me answer all your questions. I don't have all the answers, but I will try to find the answers to the questions that I don't know (which is likely to be many).

Please join me. Our first meeting will be _____, _____, 1993 at 6:30 PM in the school library. If we are to make real changes to students education, we must have parents that are informed and involved.

Sincerely,

Ken Eggleston

APPENDIX B
PARENT EXIT INTERVIEW

Dear Parents,

To help identify problems with the parenting workshops, I would ask that you fill out the following questions. Please fill out the questions with answers that you feel will help us improve the program.

1. I attended _____ (how many) parent workshops.
2. If you did not attend all of the workshops, would you please list some of the reasons that stopped you from attending. (Please use the back of this sheet if additional space is needed.)
 - a.
 - b.
 - c.
3. Workshops were presented by a non-native male, did this affect your attendance? ____yes ____ no.
4. Workshops were presented by a school district principal, did this effect your attendance? ____yes ____ no.
5. Would you attend the workshops if they were presented by someone who was not employed by the Lake And Peninsula School District? ____ yes ____ no.
6. Meetings were held in the school library, do you believe this was a good place? ____ yes ____ no.
7. If you would prefer to attend meetings at another location in the village, please give that location _____.
8. What topics or subjects did you like best about the workshops that you attended? (Please use the back of this sheet if you need added space.)
 - a.
 - b.
 - c.

9. What topic or subjects were not covered during the parent workshops that you believe should have been discussed?
- a.
 - b.
 - c.
10. Meetings were held in January and February, with make-up sessions in March and April. Should the time of year that the workshops were held be changed?
___ yes ___ no.
11. If your answer was no, please indicate your choice of months to hold the meetings:
Jan. ___, Feb. ___, March ___, April ___, May ___, Sept. ___, Oct. ___,
Nov. ___, Dec. ___.
12. Meetings were held in the evenings. Was this a good time? ___ yes ___ no.
13. If your answer was no, please state a time that would be better for you.
_____ AM/PM.
14. Did you like the way this type of parent/school communication sessions was presented? ___ yes ___ no.
15. If your answer was no, do you believe that this type of parent/school communications sessions should continue if the changes you suggested were made? ___ yes ___ no.
16. Would you attend future sessions if the suggested changes were made?
___ yes ___ no.
17. Would you please give some suggestions on ways that the school could better communicate with parents. (Please use the back of this sheet if you have more suggestions.)
- a.
 - b.
 - c.
18. Please comment if you have any more ideas on how to improve the parent/school communications workshops.

APPENDIX C
PARENTS' NOTICE OF MEETING

Newhalen/Nondalton
Parent/School Communication Session

Dear Parents,

We will have another parent discussion group meeting on Saturday, February 6th at 4:00 pm in the school library. The following topics chosen by parents from the last meeting will be discussed:

- #1. Parent/Student Handbook
- #2. The curriculum, what students should learn in their classes in Lake and Peninsula School District.
- #3. School board policies that effect parents and students.
- #4. School and Teachers Goals and Objectives for 1992-93 school year.

Any other topic you may wish, please use the list for any other ideas on topics that you feel needs to be discussed.

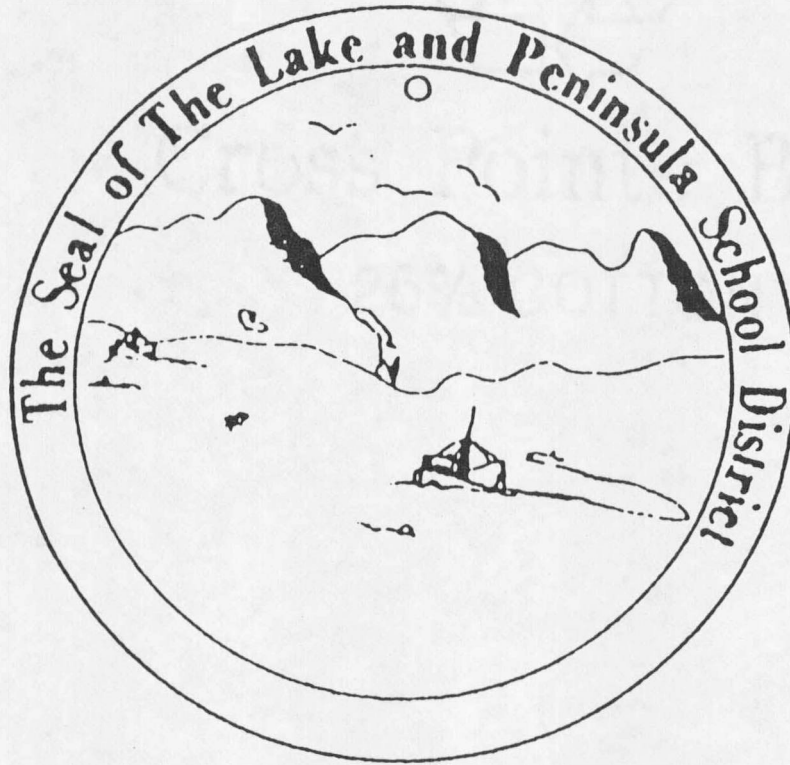
Please join us, give us ideas on how our schools can better communicate with parents. Our school can't be the best without the parents' help. Parents are the key to our school's success.

Thank you,

Ken Eggleston, Facilitator

APPENDIX D

**THE LAKE AND PENINSULA SCHOOL DISTRICT
STUDENT AND PARENT HANDBOOK**



STUDENT AND PARENT HANDBOOK

THE LAKE AND PENINSULA
SCHOOL DISTRICT

**THE LAKE AND PENINSULA SCHOOL DISTRICT
STUDENT AND PARENT HANDBOOK
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THE LAKE AND PENINSULA SCHOOL DISTRICT STUDENT AND PARENT HANDBOOK

Dear Students and Parents:

WELCOME to The Lake and Peninsula School District!

On behalf of The School Board, Administration and Staff I want to welcome you to The Lake and Peninsula School District (LPSD). As school employees, we are extremely pleased to contribute to your academic and social development. We hope that this year will provide a challenge for you; together we will strive for excellence.

The purpose of this handbook is to provide students and parents of the District with information concerning school operating laws, regulations and procedures. Students and parents are requested to read this handbook so they will understand the basic operating rules of the local schools and the District.

The individual sections are made up of applicable laws, policies, regulations, and procedures that exist in the laws of the State of Alaska, the Board Policy Manual and the District Administrative Manual.

Local schools may choose to add to these procedures any special requirements they may have. However, before doing so, these additional requirements must be submitted to the District Central Office for approval before being implemented.

If a situation arises which the procedures and regulations outlined in the Handbook does not address, students and parents must consult with the site administrator for clarification. This Handbook is not intended to replace the District Policy Book and Administrative Manual which in some instances will need to be referenced for the proper regulation or action required.

This handbook should be distributed to students and parents at the beginning of each school year. It is suggested that a discussion session be held with the parents and students at the beginning of the year concerning the contents.

This handbook was adopted by The Lake and Peninsula School Board on June 5, 1986, revised August, 1987, and January 1993. The board and Administration reviewed the comments expressed by the residents of the District and incorporated their concerns into this handbook.

The combined efforts of students, parents and staff will ensure a positive and rewarding school year. It's great to have you in The Lake and Peninsula School District.

Sincerely,

Frank W. Hill
Superintendent LPSD

**THE SCHOOL BOARD
DISTRICT MOTTO: CONTINUITY IN EDUCATION**

School Board Mission Statement

The Board has a deep concern for the education and development of children in this District. It is the school's responsibility to help promote the emotional, spiritual, intellectual and physical development of students. The school should prepare children for life and help them to grow unhampered by the limitations of bad habits. We are sympathetic regarding the future and believe that the school can make our world a better place. Community and student commitment to excellence in education shall be encouraged through promotion of students recognition of their culture.

The Board believes that the public should have much input into the school's operation, and that school personnel should have a close relationship with the home in order to better determine the child's needs. We believe that discipline should be firm but fair, without favoritism. We believe that the school is only as good as its teachers and that, by this means, the Board helps assure a quality education and better community, state, and nation. We believe that the school staff should be of high moral standards, knowledgeable about local heritage, customs, and beliefs and be willing to assume responsibility for the betterment of the school community in which they reside.

TIPS ON HOW TO BE A SUCCESSFUL STUDENT

Success in school involves commitment, effort and time. The following general information is provided for students as a guide for the development of a successful and enjoyable school career.

SET GOALS: You need to develop enthusiasm for learning.

ORGANIZE YOUR TIME: Your schedule should provide for study time, school-related activities, out-of-school activities and leisure activities.

FIND A GOOD PLACE TO STUDY; Remove any distractions. Don't kid yourself into thinking you can study as effectively with music blaring as you can in a quiet atmosphere. Gather all needed materials before starting to study. Have easy access to pencils, books, and any other materials that are needed.

USE AN ASSIGNMENT NOTEBOOK: Don't trust your memory. You should be sure that you know what assignments are required.

TACKLE HARD ASSIGNMENTS FIRST: Do memory work first. Alternate between written assignments and reading. Most students can learn more in three 40-minute sessions than they can in one session of 120 minutes.

CONCENTRATE: Work for a scheduled period of time. Then take a brief period of rest before returning to your studies.

TAKE NOTES IN CLASS: You will be able to pay closer attention to the instructor if you take notes in class. Note-taking also helps you to better remember the information. Your teacher will help you to recognize important information by giving you clues. Important statements may be spoken more slowly, written on the chalkboard, or repeated. Write key phrases only. Keep your notes together, dated and in order. They will be helpful when studying before a test.

LISTEN IN CLASS AND THEN ASK QUESTIONS FOR CLARIFICATION: If you don't understand the information, don't be afraid to ask for an explanation!

COMMUNICATE WITH THE STAFF: Let your teachers and counselors know who you are and what you require in order to achieve your goals. Communication is one of the key elements of a successful school career. It is a valuable asset that can only be developed through continued use and interaction.

GUIDANCE AND COUNSELING

Problem solving: A counselor can be a great help when you have personal problems. You may want to see a counselor if:

1. You need someone to listen;
2. Things aren't going well at home;
3. You feel sad, lonely, depressed, unloved;
4. You're worried about something;
5. You're forming habits you would like to stop;
6. You're having trouble saying "No" to your friends;
7. You need help in getting along with others; or
8. You would like to join a group to share thoughts and feelings about problems.

College and Career Information: A counselor can be a great help when you require information regarding college and/or career. You may want to see a counselor when:

1. You want information about making your career choices or require job information;
2. You need college or other post-high school information;
3. You need financial aid information;
4. You would like information on scholarships;
5. You need to request letters of recommendation;
6. You would like to use the ACIS computer; and/or
7. You need information about yourself, your likes and dislikes, or need help to make informed decisions.

SPED SERVICES

Both Federal and State Laws require that The Lake and Peninsula School District make available a free and appropriate public education to all school age residents of the district. Some students with physical, mental or emotional impairments may require a specialized program offered by the district. In such instances, all educationally related needs of students will be addressed by the district in accordance with the above referenced federal and state legislation.

Anyone knowing of a child who may benefit from such a program or anyone wishing to know more about the district's Special Education Program is encouraged to contact the District's Child Find Coordinator at the Central Office location.

ATTENDANCE

The School Board recognizes that individual student attendance in school is an important aspect affecting the quality of instruction offered to individual students as well as to the entire student population.

Parents of students between the ages of 7 and 16 are expected to follow the provisions of Alaska School Law 14.30.010 to Section 14.30.050 which explains the compulsory attendance expectations. Site administrators, teachers and LSACs shall report non-compliance with the Law.

Each school in the District is expected to develop a specific tardy policy to reduce tardiness at its site. Tardiness is defined as a student not being in

his/her assigned classroom or seat in that classroom at the beginning of the instructional period.

Successful educational advancement is enhanced by regular school attendance. The responsibility for regular attendance lies with each student and his/her parents or guardian. However, it is the obligation of the school to assist the student and parent to assure that regular school attendance does occur.

1. All absences, whether excused or unexcused, are considered absences: including, but not limited to: illness, trips, religious holidays, emergencies at home, death in family, medical appointments, in-house or out-of-school suspension. For those students whose families are engaged in commercial fishing when school begins in the fall, a prearranged absence not to exceed 15 days may be granted.
2. It is the belief of the School Board that family trips should be scheduled at a time when school is not in session. Should a family vacation require the student to miss more than 15 school days, credit will not be given for the class or classes missed. For absences up to 15 days, the teacher(s) will be required to provide assignments in each class including homework. The work must be completed and returned to the teachers no later than one week after the students return to school. If a family wishes to vacation for more than 15 school days, the parents should enroll the student in a school district in the area where they are vacationing.
3. A student who has not been in attendance in the District for 20 days, during any grading period (Quarter), will not receive a grade.
4. Any student attending school in The Lake and Peninsula School District must be in total attendance for a minimum of 150 days to receive credit for the year. Days in attendance are accumulated in a single school, a combination of schools within the District, or a combination of schools outside and inside the District. The Superintendent may grant a waiver to exceed the limit only in very exceptional circumstances.
5. When a student's absences exceed 10 days per semester; the site administrator shall indicate the number of absences and dates of absences and request the parent or guardian to improve their child's attendance at school. A copy of the letter will be sent to the LSAC.

6. When the student's absences exceed 15 days per semester the Site Administrator shall, by written memo, notify the parent and send a copy of the notice to Central Office and LSAC. Upon receipt of this letter the Central Office administrator shall within three days, and monthly thereafter, check and insure that the student is attending school. If continued violation occurs, the Assistant Superintendent shall, by written letter, request parental assistance to immediately improve school attendance. A copy of this letter will be sent to the VPSO or nearest state trooper's office requesting enforcement of the attendance law.
7. Each LSAC and site administrator shall notify the students of this policy at the beginning of the school year by mail with return receipt or some hand-delivered procedure. Each student shall return to the school a copy of the attendance policy with parent's signature noting the parent has read the District attendance expectations.
8. Students will provide a written excuse or telephone call from the parent or guardian indicating the reason for each absence from school.
9. Students maintaining regular attendance and academic eligibility will be eligible to participate in competitive sports activities or other school-sponsored activities. No student will participate in a school activity or sport if absent from school the day before or the same day as, the scheduled travel or activity. Exceptions from this section can be made by the site administrator if he/she deems the absence to be justified.
10. Any student absent from school for a period of ten consecutive school days will be dropped from the attendance rolls for the school unless satisfactory arrangements are made with the site administrator in advance.

Procedure to Leave School During the Day:

Students will not leave school while it is in session, unless approved by the site administrator. If it is necessary to leave the school during the day, a student must present a note signed by a parent or guardian giving the reason for the request. These requests to leave school count as absences for the portion of the school day missed.

Detention:

Each school and teacher in the District has the right to require a student to report for after-school detention. Parents will be notified prior to a child being detained.

Detention may be assigned to assist a child who has fallen behind in studies or to discipline a child who has been a disruption at school or in class.

CURRICULUM AND HIGH SCHOOL GRADUATION REQUIREMENTS

The program of instruction in the schools shall be that prescribed by the State Department of Education and as supplemented by the Board of The Lake and Peninsula School District.

Homework:

The Lake and Peninsula School District has added a homework element to the language arts, science, social studies and math curriculums. Homework is considered a regular part of the school's academic program. Parents are encouraged to provide a regular time and place for students to complete the days' assignments. The schools and all personnel hired by the District are required to support this effort and provide alternatives at school, to accomplish homework when no other place is available.

Elementary Program:

The elementary program of studies shall include language arts, mathematics, social studies, health, physical education, the arts, science and bilingual/bicultural, where applicable. At the present time, elementary curriculum committees have developed the curriculum in all areas in a learner outcome format.

Secondary Program:

The secondary program of studies shall be consistent with the Board-adopted requirements for high school graduation. The secondary school graduates will complete the following requirements of r graduation.

Language Arts	4 Credits
Social Studies	3 Credits
Science	2 Credits
Mathematics	3 Credits
Physical Education	2 Credits
Electives	8 Credits
Total	22 Credits

High School Graduation Requirements:

The number of credits required for graduation from a high school in The Lake and Peninsula School District has been established at 22 credits. In the case of a student entering from a school that requires fewer credits, the number of required credits for the student's remaining school year shall be adjusted on a proportionate basis to require at least 5-1/2 credits for each full year of attendance in schools of this District. Any deviation from this policy must be approved by the Board on an individual basis. One course credit equals 135 instructional hours.

Question regarding these requirements should be directed to the Superintendent. The School Board will consider unresolved questions.

In considering whether a student's transfer credits meet requirements, the high school teachers and Administrator-Head Teacher will exercise their judgment as to whether or not subjects transferred into LPSD are acceptable. Any significant deviations from LPSD's course requirements should be referred to the Central Office before consideration for graduation.

Required Course Offerings:

1. English 4 credits.
 - A. 3 or more credits of composition, grammar and literature.
 - B. 1 credit of elective literature-related courses.
 - C. English 4 Reading (IST, SRA corrective)-others with Central Office approval.
2. Mathematics 3 credits.
 - A. Each in-coming high school student will be administered a Basic Math Screening test.
 - B. Depending upon pre-entry skills, students are required to take three of the following:
 - a. General Math
 - b. Consumer Math
 - c. Pre-Algebra

- d. Algebra I
- e. Geometry
- f. Algebra II

3. Science 2 credits.

- A. 1 year of Biology.
- B. 1 year in Science Electives of choice.

4. Social Studies 3 credits.

- A. 1 credit in U.S. History required.
- B. 1 credit in World History required.
- C. 1 credit U.S. Government/ANSCA required.

5. Physical Education and Health 2 credits.

- A. Physical Education/Health I -1 year.
- B. Physical Education/Health II- 1 year.

Other Elective Courses Offered in LPSD Secondary Schools are:

1. Vocational Education

- A. Fisheries
- B. Diesel Mechanics
- C. Photography
- D. Foods and Nutrition
- E. Sewing
- F. Small engine repair
- G. Trapping and skin sewing
- H. Woodworking 1
- I. Woodworking 2
- K. Office Practices
- L. Mechanical Drawing
- M. Basic Electricity
- N. Principles of technology (Math, Science, Vocational)

2. Distance-delivered courses
 - A. Japanese I
 - B. Japanese II
 - C. Russian I
 - D. Russian II
 - E. Spanish I
 - F. Spanish II
 - G. AP Trigonometry--AP Analytical Geometry
 - H. AP Calculus
 - I. AP Physics
 - J. Basic English & Reading (Bear)

3. Academic Decathlon

Additional electives may be determined by each school with approval of the Superintendent.

Student Grading:

The Lake and Peninsula School District has established a grading system and alternative approaches for measuring student performance. These measurements are consistent with the educational program in the District.

Students must be in attendance for a minimum of 20 days to receive a grade for any 9 weeks grading period.

An appropriate honor roll system is maintained to recognize student achievement.

Grading Systems:

1. Reporting to Parents
 - A. Appropriate report cards, forms and procedures for reporting to parents regarding student performance have been established by the grading committee to compliment the grading system and the educational goals of the District.
 - B. The grading system for students in grades K through 2 will follow the O,S,N, U format utilized in report cards for those grades.
 - O-Outstanding
 - S-Satisfactory
 - N-Needs Improvement
 - U-Unsatisfactory

- C. The following grading system is the standard used when assigning grades to students in grades 3 through 12.

A--Superior	93-100 Percent
B--Above Average	85-92 Percent
C--Average	77-84 Percent
D--Below Average	70-76 Percent
F--Unsatisfactory	Below 70 Percent

- (1) Each student will receive at least a grade per week in each subject.
 - (2) The District will maintain a District honor roll for students in grades 7-12 who maintain a 3.00 to 3.50 grade point for each quarter.
 - (3) The District will maintain a Superintendent's honor roll for students in grades 7-12 who maintain a 3.51 to 4.00 grade point for each quarter.
- D. Parent-teacher conferences are required twice each year. Additional parent-teacher conferences may be designated based on LSAC approval.

2. Retention

A. Retention should be considered when:

1. A clear history of action has been taken to determine the nature of the problem and to meet the student's needs.
2. Parents have been notified prior to the second semester, and parental involvement in the educational progress of the child has been requested.
3. Students at grade levels K-3 have been unable to master basic skills expected for those grades.
4. Sufficient evidence exists that retention of the student would be of greater educational benefit than the student's promotion to the next grade. Retention must be approved by the site administrator.

STUDENT ACCIDENT INSURANCE

The Lake and Peninsula School District may provide accident insurance coverage for students. Parents are primarily responsible for their children's health care. District insurance, when provided, is supplemental to parental responsibility for their children's health and medical treatment.

STUDENT RIGHTS AND RESPONSIBILITIES

The Lake and Peninsula School district Board recognizes that education is a right not to be taken away without cause. This right, however, is conditional upon the individual's willingness to obey reasonable rules and regulations. Rules, regulations and disciplinary actions are to be directed toward serving educational outcomes. The School Board, given authority by the state government, delegates to the administration of the District the responsibility to use democratic principles and to exercise prudence in the formulation of essential and enforceable rules. Students must conduct themselves in an appropriate manner in which learning can take place and where mature behavior, self-discipline, and personal responsibility are nurtured.

Since it is necessary for rule and regulations to be established, students are to be informed of the rules and the rationales underlying them. Adult authority will be used to enforce these rules when it becomes necessary. The importance of individual rights and privileges that accrue from a democratic society can be maintained only if each individual assumes personal responsibility for his/her behavior.

It is the right of each student to:

Attend school in the district in which the parent or guardian resides.

Express his/her opinions verbally or in writing.

Dress to express his/her personality.

Express personality with his/her personal differences, emotions, likes and dislikes.

Accept that the school will be a safe place for all students to gain an education.

Be represented by an active student government. Students are represented by their individual site Student Government Leaders and by the LPSD election of the

Executive Board of Student Governments. Currently the executive board serves a two-year term.

Request a review of grades, assignments, or tests.

Have available a copy of all Board and School Administration Policies. These are available in the school office.

It is the responsibility of the student to:

Attend school daily except when ill, and to be on time to all classes.

Express his/her opinions and ideas in a respectful manner so as not to offend or slander others. Conduct which materially and substantially interferes with the educational process is prohibited, including the use of vulgar and lewd language or gestures.

Dress so that your appearance does not directly endanger physical health or safety, damage property, or interfere with the activities of others.

Act responsibly at all times, and take into consideration the feelings of others. Do not interfere with the rights of others.

Conduct oneself in accordance with school rules, policies and expectation that regulate student behavior.

Be willing to volunteer information in disciplinary cases should you have knowledge of importance in such case.

Take an active part in student government by running for office or conscientiously voting for the best candidates. Make problems known to the administration through the student government.

Review questions with the teacher concerning assignments and grades before bringing grievances before a local administrator.

Question, review and understand current policies.

Request a review of grades, assignments or tests.

Have access to a copy of all Board and School Administrator Policies.

CONCERNS/COMPLAINTS PROCEDURE

The district recognizes that students/parents may have concerns regarding the professional staff, support staff, or the instructional program. By direction of the District School Board, the proper procedure for dealing with complaints will be as follows:

1. If the problem involves a classroom teacher, the complaint should go to the teacher first.
2. If the problem cannot be resolved with the teacher, the complaint should go to the Administrator/Head Teacher.
3. If the Administrator/Head teacher cannot resolve the problem or if the problem involves the Administrator/Head Teacher, the complaint should go to the Assistant Superintendent. Every effort should be made to resolve the problem on the local level.
4. If the problem still cannot be resolved after consulting the Assistant Superintendent, the Superintendent should be consulted.
5. When all other attempts to solve the problem fail, it should be brought before the School Board. The Board's decision will be final.

DUE PROCESS

In any disciplinary action, including suspension of ten school days or less, the student(s) shall have the opportunity to contest any alleged fact leading to disciplinary or other action taken against him/her. He/she has the right to have his/her claims heard before the Administrator/Head Teacher. The student shall have the opportunity to have his/her parent(s)/guardian(s) present and to be informed of all the evidence and arguments against him/her. The findings of the Administrator/Head Teacher shall be final.

DISCIPLINE

The following specific examples of unacceptable behavior will serve as guidelines for those who administer the rules of discipline. These guidelines are not binding to the extent that they rule out common sense and good judgment but are cited in an effort to achieve fairness and consistency. In all cases, parents will be notified as soon as the site administrator has cause to believe that a student is guilty of any of the following unacceptable behaviors:

Unacceptable Behavior and Penalties:

- | | |
|--|---|
| 1. Use and/or possession of illegal drugs. | Penalty: Three day suspension.
Police will be notified.
Expulsion may be recommended. |
| 2. Use and/or possession of alcohol. | Penalty: Three day suspension.
Police will be notified. Second offenders will be subject to expulsion. |
| 3. Fighting or the physical abuse of another. | Penalty: One day suspension.
Police may be notified. |
| 4. Possession of dangerous or illegal weapons. | Penalty: One to three day suspension.
Confiscation of weapon. Police notified. |
| 5. Vandalism. | Penalty: Restitution, possible suspension and police notified in cases of damage to District property, a complaint will be filed by the site Administrator. |
| 6. Theft. | Penalty: Restitution, possible suspension and notice to the police. In cases of theft of District property a complaint will be filed by the site Administrator. |
| 7. Use of tobacco on school grounds. | Penalty: One day suspension or detention of five hours. |
| 8. Profanity, obscenity or verbal assault. | Penalty: Two day suspension or detention of five hours. |
| 9. Defiance of school authority. | Penalty: One to three days suspension. Expulsion may be recommended. |

- | | |
|---|--|
| 10. Disruptive behavior in the school or at school sponsored activity. | Penalty: One to five days suspension or restriction from school-sponsored activities. |
| 11. Discipline problem while on district or school-sponsored student activity trip. | Penalty: Central Office will be contacted immediately and arrangements will be made to transport student back to school site. |
| First infraction: | Restriction from activity travel for one quarter (9 weeks from date of decision). |
| Second infraction: | Restriction from activity travel for one semester (18 school weeks). |
| Third infraction: | Loss of activity travel privileges until student proves him/herself travel worthy to Site Administrator and Activities Coordinator. Minimum restriction one school year. |
| <u>Note:</u> | Severity of infraction may require involvement of law enforcement agency and additional district penalty. |
| 12. Snowball/rock throwing. | Penalty: One hour detention first occurrence; two hours detention second occurrence; five hours detention third occurrence. |
| 13. False alarms. | Penalty: First occurrence five hours detention and police will be notified. Second occurrence; one day suspension and police will be notified. |

Note: False Alarms are illegal according to law:

AS 11.56.800(3) ". . . makes a false report or gives a false alarm that a fire or other incident dangerous to life or property calling for an emergency response has occurred or is about to occur."

Penalty: Up to \$5000.00 fine, and up to a year in jail.

Note: When suspension is specified or recommended, IN-HOUSE SUSPENSION should be the first consideration. Only the most severe suspension means that the student is required to report to a specified, supervised area where he/she has no interaction with other students or teachers. In one-teacher schools, for example, the student could be secluded from peers for the specified time. The suspended student will not participate in any class activities or interact in any way with the other students. The suspended student will have daily assignments given to him/her or be otherwise occupied with academic activities.

Any student who is identified as a Special Education Student, and who is currently being served by an individualized education program, will be disciplined according to District Policy unless it is determined by the Multi-disciplinary Team that the behavior is a result of a handicapping condition.

SUSPENSION

Continuous and willful refusal to perform school tasks, insubordination, disorderly, vicious, illegal or immoral conduct or persistent violation of rules are causes for suspension or expulsion. This includes violations of narcotics laws, use of alcoholic beverages, misuses of District vehicles, possession or use of weapons or violation of any local, state or federal law.

Parents will be notified of the suspension and will have complete jurisdiction of their child during the suspension. A suspended student will be permitted to return to school after the period of suspension following a satisfactory interview with the student, parent and site administrators.

Students who have been suspended from school are not permitted on campus during school hours or to participate in or observe student activities during the period of suspension.

EXPULSION

Suspension from school as a penalty is used for various infractions of school rules. When a student is suspended his/her case may be referred to the Board of

Education for an expulsion hearing. Parents and all other concerned parties will be informed in writing of the Board's hearing. When a student has been expelled by the Board he/she may be re-admitted only by the Board or in the manner prescribed by it.

STUDENTS WITHDRAWN FROM SCHOOL

Students who have withdrawn from school are not permitted on campus during school hours or to participate in student activities.

PUBLIC DISPLAY OF AFFECTION

Public display of affection, such as kissing, necking, petting, etc. on campus is regarded as inappropriate behavior. Parents will be notified.

SCHOOL PHONE

Since most of our teachers are in class all day, it is important to reduce the number of calls to students or teachers while they are in class. Each site administrator shall advise parents of the times when calls may be made to the school.

The school telephone is not for student use except in case of emergency. Do not abuse this privilege. Messages from home will be delivered to students. No student will be called out of class to answer the phone except in cases of emergency.

ACTIVITY TRAVEL/STUDENT RELEASE

Due to safety and legal liability responsibilities, the district discourages parents/guardians from requesting a student release. In order for a student release to be granted the following conditions are required:

- a) An official student release form must be received by Central Office prior to student departure to planned activity.
- b) Signatures of parents, Site Administrator and Activities Coordinator.
- c) Release only to parent/guardian.
- d) Student release will in no way interfere with full participation in activity.
- e) Chaperone must have verification of release.

FIELD TRIPS/STUDENT TRAVEL

Field trips may be planned for groups of students throughout the year. These kinds of activities enhance our total educational program.

Student field trips and student travel sponsored by the school must be carefully planned and carried out. No student travel away from the local school site may be made without prior approval of the LSAC and District Central Office.

Considerations must be made with regard to funding, timelines, and sufficient educational benefit prior to approval of any student travel.

No student or group of students shall be taken on a field trip or other school-sponsored trip by boat, airplane or other water, land or air conveyance except with the express permission of the School Board. The District Administrative Manual details procedures for submitting student travel requests for approval by the District School Board and Central Office.

The Administrator/Head Teacher must submit a travel proposal to the Activities Coordinator 60 days prior to the proposed travel date.

Note: All school rules, eligibility criteria, discipline, conduct rules, etc. apply during any student travel sponsored by the District.

FIRE DRILLS

Fire drills will be held at least once a month. Each room has a sign showing the proper route to evacuate the building. Be quiet and orderly as you leave the school building. Follow the instructions of school staff members if complications arise or normal exits are blocked.

False alarms are dangerous to the safety of students and other school personnel. They are also illegal.

VISITORS

All visitors must report to the office prior to going to other parts of the building. Loitering by unauthorized individuals will not be permitted.

EXTRA-CURRICULAR ACTIVITY ELIGIBILITY REQUIREMENTS

1. Minimum District Eligibility Guidelines:

Each school sponsoring District-supported activities programs will require that all students adhere to the following eligibility requirements:

- A. Student eligibility will be checked on a weekly basis during the sport season, or during a specified time prior to a special activity, trip, etc. Eligibility lists will be submitted to the site administrator each Thursday and the period for being ineligible will begin on the following Friday and run for seven consecutive days.
 - B. No participant may have a failing grade on his/her report card from the previous grading period. This includes quarter and semester grades. Grades received during the Spring grading period will affect Fall participating. A student must maintain a passing grade in all subjects during the current grading period.
2. **Conduct at School:** Students must conduct themselves in an acceptable manner with all school staff. If a student is reported as having poor conduct in one class, he/she will be declared ineligible for extracurricular activities for the next week.
 3. **Conduct on Trips:** Students are required to conduct themselves properly while participating in activities as the guest of another school. A student shall not disobey rules or regulations that have been established by the coach, supervisor, chaperone, or hosting school. Infringements of this section shall be dealt with in accordance with the student disciplinary section of the Administrative Manual. Severe infractions of regulations by students while they are away from the home site may result in students being sent home immediately at parent expense. Students who are sent home at parents expense will not be allowed to participate for the remainder of the year. The student(s) will have an opportunity to present his/her case. The appropriate penalty shall be imposed if the student(s) is found to be in noncompliance with the behavior expectations of District, the local handbook or local coach. The most severe penalty being that of prohibiting participation in extracurricular activities for the remainder of his/her term as a student.
 4. **School Attendance:** A student must maintain regular attendance as prescribed in the District Administrative Manual. Refer to attendance page 6.

5. **Alcohol, Tobacco, and Drugs:** Students are prohibited from the use of tobacco products, alcohol, and drugs while they are members of a school-sponsored team, or on a District-sponsored activity. Students violating this rule while on a School/District sponsored trip will be sent home immediately. The parents shall be notified before the student is sent home. Law enforcement agencies will be contacted if it is determined that laws have been violated.
6. **Statement of Understanding:** Students enrolled in LPSD and their parents(s) or guardian(s) will be required to sign a "Statement of Understanding" signifying that the eligibility requirements and penalties have been read and understood. This must be signed and on file before any participation can take place. (See attached Statement of Understanding.)
7. **Physical Examination:** Any student wishing to participate in interscholastic sports must have a current physical examination report on file at the local school. Note: "Current" means prior calendar year.
8. **Parental Permission Form:** All students wishing to participate in any school-sponsored activity must have a signed parental permission and medical release form on file at the local school.

THE LAKE AND PENINSULA
SCHOOL DISTRICT
P. O. Box 498
King Salmon, Alaska 99613
(907) 246-4280

STATEMENT OF UNDERSTANDING

(School)

(Specific Activity)

I have read and understand the student activity rules and guidelines and the penalties for rule violations for _____
School and The Lake and Peninsula School District.

As a participant in school-sponsored activities, I agree to abide by these rules.

(Student Signature)

(Date)

(Parent/Guardian Signature)

(Date)

Chignik Bay-Chignik-Lagoon-Chignik Lake-Egegik-Igiugig-Ivanoff Bay-Kokhanok-
Levelock-Newhalen-Nondalton-Pedro Bay-Perryville Pilot Point-Port Alsworth-Port
Heiden

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