

D7000

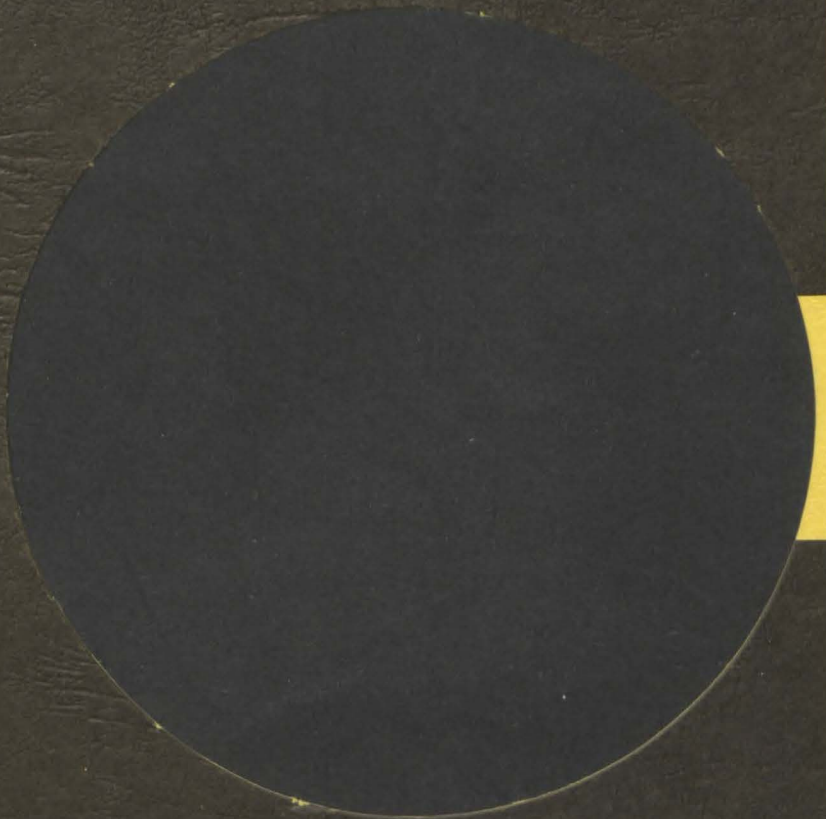
CURA

RESOURCE COLLECTION



TRAINING CENTER for Community Programs

**in coordination with the Office of Community Programs,
Center for Urban and Regional Affairs**



- CURA has supported the work of the author(s) of this report but has not reviewed it for final publication.
- Its content is solely the responsibility of the author(s) and is not necessarily endorsed by CURA.

University of Minnesota

HOME-SCHOOL MANUAL

FOR MAXFIELD ELEMENTARY SCHOOL

St. Paul, Minnesota

Volume 1 edition -1. October 17, 1970

HOME-SCHOOL MANUAL
FOR MAXFIELD ELEMENTARY SCHOOL
Volume 1 edition 1. October 17, 1970

by
F. Wilderson Jr.
W. Wilson
M. Price

Center for Urban & Regional Affairs

University of Minnesota
Minneapolis, Minnesota

October, 1970

INDEX

	Page
INTRODUCTION	1.
PARENT- TEACHER PARTICIPATION	2.
WRITING TEAMS	3.
SCHOOL SERVICES	4 - 10.
Speech Correctionist	4.
Special Learning Disabilities	5.
Talking Typewriter	6.
Health Nurse	7.
Dental Nurse	8.
Psychologist	9.
Counselor and Social Worker	10.
PARENT RESPONSES	11 - 12.

Introduction

The Home-School Manual developed out of a request from parents for information concerning education requirements for their school age children. The manual will be used by parents to assist in the home education process. It is generally accepted by both teachers and parents that the total responsibility of educating the child rests with no single segment of the community, but rather with many: the home, school, church, community centers, etc. Although the methods of teaching will vary considerably, the child definitely learns from these various exposures. Our intent is to focus on the home and the school as education centers for the child and to explore ways and means by which parents and teachers can work together to maximize the child's educational experiences.

The patterns of parental participation in the education process vary from home to home. In some homes there are established study hours for the school age children. In many of these homes the parents work right along with the children by making themselves available when the child is having difficulty. In homes where there are older children, they tutor the younger ones. These and other suggested home aid arrangements will be elaborated on in forthcoming editions of the manual. The manual will also include information on basic reading, arithmetic, spelling, and writing techniques to be used by parents.

Parent-Teacher Participation

During the spring of 1970 approximately forty Maxfield Parents and seven teachers developed much of the material to be used in the Home-School Manual. Seven writing teams were formed: one for each grade level k - 6. Each team was composed of at least one teacher from each grade and parents with children in the respective grades. The writing teams were charged with the responsibility of developing answers to the following questions: (1.) What can parents do to help in the education of their children. (2.) What basic knowledge is the child suppose to acquire at each grade level. The writing teams found this to be a challenging assignment. They (parents and teachers) worked through the curriculum guides for each grade level and at the conclusion of their intensive study developed a number of recommendations which will be published in the coming seven editions of this manual.

Additional parent participation came during the summer of 1970 when one hundred and one (101) Maxfield Parents invited us into their homes to discuss the Home-School Manual. The degree of commitment expressed by these parents during the interviews warrant publication. Therefore, the suggestion, recommendations, and concerns expressed by the parents will be included in each of the editions.

Monthly editions of the manual will be published in October, November, December, 1970, and January, February, March, April and May, 1971.

Writing Teams

Kindergarten

Mrs. Thomas Borens
Mrs. Maria Callender
Mrs. Willie Mae LaGrone
Mrs. Barbara Hollman
Mrs. Melva Londrum
Mr. Lawrence Walker
Mrs. Christy Breivold - Teacher

4th

Mrs. Deena Fonville
Mrs. Barbara Johnson
Mrs. Fannie Coleman
Mr. Calhoun Fluker
Mrs. Jeanne Ertz & Miss. Jan Houser
(Teachers)

1st

Mrs. Serena Bean
Mrs. Camilla Bradley
Mrs. Nancy Burrus
Mrs. Carol Davis
Mrs. Venear Broden
Mrs. Beverly O'Hara - Teacher

5th

Mrs. Vivian Truman
Mrs. Sallie Trivett
Mrs. Gladys Robinson
Mrs. Ferne U'Ren - Teacher

2nd

Mrs. Maxine Brown
Mrs. Ophelia Weathers
Mrs. Novella Caldwell
Mrs. Arlene Tarbet
Mrs. Fern Taylor
Mrs. Minnie Richardson
Mrs. Hattie Greenfield

6th

Mrs. Anita Allen
Mrs. Willie Steele
Mrs. Arlene Taylor
Mrs. Wester McCall
Mrs. Beatrice McInnis
Mrs. Lora Davis
Mr. Willie McCoy - Teacher

3rd

Mrs. Helen Cummings
Mr. Edgar Weathers
Mrs. Wilma Young
Mrs. Augusta Harris
Mrs. Cora Miller
Mrs. Linda Spring - Teacher

SPEECH CORRECTIONIST

1. If a child has severe speech disabilities, i.e., if he cannot coordinate his mouth, tongue, jaw movements to form sounds that affect the meanings he is trying to convey, then he or she is referred to the speech correctionist for diagnosis and treatment.

PARENTS:

One should be very careful not to confuse grammar and dialect with problems of producing basic sounds. Grammar has more to do with the child's learning of basic sentence form and use of various parts of speech. If a child says that this assignment is blowing my mind, this reflects a preferred cultural dialect, not a physiological speech impediment. The sentence is grammatically sound; included are its subject, verb, etc., plus it expresses a complete thought. Another way of expressing that same thought is to say "This is a very difficult assignment".

If you feel your child has a speech problem, call the school or send a note for the teacher to refer her to speech.

Visit the school if you have a child taking speech and notice the exercises your child is doing at school so these can be reinforced at home.

SPECIAL LEARNING DISABILITIES TEACHER

- 1. Works with six children in the morning and six different children in the afternoon. This gives the child a half day in a very small classroom situation where individual problems can be better diagnosed. Whenever possible these are corrected and the child may only have to spend a year or part of a year in such a class.
- 2. Works primarily with children in the beginning grades.
- 3. When correction of child's difficulty does not seem possible through the SLD class then the teacher may request that a referral be made to some place where the child can be helped.

PARENTS:

Should follow through on these referrals by making and keeping appointments as suggested by the school.

AIDE:

- 1. Works on a one to one or a two to one basis with children in the upper grades. This is usually in the areas of reading and math. This gives the child a chance to correct individual learning problems where in a total classroom situation there isn't enough time for the teacher to do this alone.

PARENTS:

If you have a child enrolled in either of these programs talk with the SLD teacher or aide as soon as possible to find out what type work your child is doing and positive ways you can help your child.

S
P
E
C
I
A
L
L
E
A
R
N
I
N
G
D
I
S
A
B
I
L
I
T
I
E
S

T
A
L
K
I
N
G

T
Y
P
E
W
R
I
T
E
R

TALKING TYPEWRITER

1. Has previously been used with children who have reading problems. The typewriter will help find the cause of the reading problem and add another approach to reading for the child.
2. In the future it will also be used for children who have average or better reading ability. It is hoped that this will offer encouragement for these children to read more and thereby further their reading ability.

PARENTS:

Come and watch your child on the talking typewriter.

Talk to the attendants on the typewriter and find ways whereby you can help reinforce this method of learning at home.

HEALTH NURSE

1. Identifies those pupils with health needs that interfere with effective learning.
2. Provides information to pupils, parents and school personnel directed toward eliminating or minimizing health problems for the student.

PARENTS:

If you get a referral for your child don't just promise to do it but follow through with the referral.

3. Gives physical examination forms at the end of the year for each child in the 3rd and 6th grades.

PARENTS:

See that your child has this physical examination which may be obtained from a private physician or any clinic where this service is available.

4. Inspects attendance cards and in the event a child has been absent for three consecutive days, she will call the home and determine the nature of the illness.

PARENTS:

Call the school if your child is absent. Give the clerk the child's name, his teacher, and when you think he will be able to return to school.

If the child is absent for reasons other than illness this information should be given to the school also.

5. If a child is quite ill the parents are notified and either she sends the child home or asks the parents to pick the child up at school.

PARENTS:

Keep the school informed of any changes in phone number. Make sure the school has a number where you can be reached in the event you are working or have an unlisted phone number.

H
E
A
L
T
H
N
U
R
S
E

D
E
N
T
A
L
N
U
R
S
E

DENTAL NURSE

1. Gives instructions on proper care of the teeth.
2. Checks teeth of all children - makes referrals to parents for needed dental work for their child.

PARENTS:

Return to the school any forms that the dental nurse may send home with your child.

For those who are not receiving public assistance and feel that they cannot afford a private dentist to take care of the dental needs of their child, there is a clinic at Jackson School where the dental nurse will make an appointment for you.

PSYCHOLOGIST

1. Gives individual I.Q. tests to students referred by staff.

PARENTS:

If you want your child to have a special test contact the school and we will make an appointment for you to talk to the psychologist and make arrangements for these tests.

2. Will confer with parents after tests have been given to discuss results and best plans for the individual students if a conference seems necessary or is requested by the parents.

PARENTS:

When the school calls or sends a letter requesting a conference, please come. Remember that the school can only offer suggestions but it's your child and you have the final decision.

If you do not hear from the school and would like to know what has been done educationally with your child, contact the school and ask for an appointment to meet with the school officials to discuss your child.

3. Will work with parent groups on helping parents to better understand their child.

COUNSELOR & SOCIAL WORKER

- 1. Works with all students either in classroom presentations, in small groups, or individual sessions. C O U N S E R
- 2. Helps students communicate thoughts, feelings, interests and concerns. N S E R
- 3. Works with students to help develop an adequate, realistic self-concept. L O R
- 4. Helps the student understand how to play and work with others in groups. & S O
- 5. Helps the student develop a scale of values. R
- 6. Works with the student towards developing positive attitudes toward the academic curriculum. & S O
- 7. Assists the student in developing growth toward self-direction in decision making. C
- 8. Will help parents understand child development and normal concerns of children. I A

PARENTS:

If you have some concerns about your child's actions regarding school, contact the counselor and she will attempt to help you gain a better understanding.

- 9. Offer assistance to parents in understanding the school and the services it has to offer to parent and child. W R K E R

PARENTS:

If you feel your child should be receiving some special service and he is not, let the counselor know and she will make the proper referral and notify you of the actions taken.

- 10. Assists in placement of pupils in proper classes or in special classes when needed.
- 11. Participate in conferences with parents regarding any pupil problems.
- 12. Offers to parents reminders about meetings at school concerning their child.

PARENTS:

If you are unable to keep your parent-teacher conference as set up by the school, please notify the school and we will try to set up another time for this. These conferences are important as it gives you a chance to see first hand how your child is doing in school and positive ways whereby you can help your child achieve to his very best in school.

If you do not understand what is being said at these conferences be sure to tell them then as these conferences are set up for

What is your reaction to the suggestion to "teach" your child various skills at home?

Mrs. Benjamin Grade 6

I could teach only if I know the subject matter.
The summer school teachers didn't have time to explain the work well enough. It is first the teacher's responsibility to teach subject matter.

Mrs. Agnew Grades 1, K

I think teaching should be done at home. Parents can use number books, clocks and other helpful materials.

Mrs. Bryant Grade 6, 4, 1

This sounds like something that could be done at home; listening and working with mistakes they make. I couldn't teach the new math.

Mrs. Hudson Grades 6, 3, 1

I can examine their work and find out if they know what they're doing. I try to go over the work in a way I think is similar to the way the teacher would do it. Usually, the children let me know if I'm not doing things the way the teacher does.

Mrs. Jensen Grades 5, 3, 1

In my case I could teach. Not all can be left up to the teacher. For example, the one going into kindergarten can count up to 10. I don't wait until the child goes to school. Teaching is not the job just of the school. Parents have the job to help their children with their work as well as to see that they behave.

Mrs. Johnson Grade 1

It's a big responsibility to teach skills. I spend a half hour each day helping in the best way I can.

Mrs. Coleman Grades 6, 2

What works well in teaching at home is the use of flashcards and making a game out of it to make it pleasant and enjoyable.

Mrs. Edwards Grades 3, 1

Teaching at home worked out well. Only a couple of teaching requests have been sent home so far.

Mrs. Rhodes Grade 1

It is fine as long as you're not interfering with the way the teacher does it. I would ask the teacher about her method, first. Two ways can confuse the child.

What is your reaction to the suggestion to "teach" your child various skills at home?

Mrs. Jefferson Grades 3, 2, 1

Last year the teacher made flash cards for numbers, colors etc. This helped us to be able to extend teaching activities at home.

Mrs. Clay Grade 3, 1

If I knew what I was doing, this would be fine, but otherwise I would get impatient.

Mrs. Carter Grade 2

This is good because the teacher can't do everything. If the teacher needs extra help in teaching a skill, the parent should give it, especially with these large classes. Parents should check to see if an extra teaching burden is being put on them because the child might be playing around.

Mrs. Powell Grade 6

I would be happy to because if you work along with the child letting him think he's teaching you, its good. I went to the teacher to find out how certain problems, for example, were done so while he's teaching me he can't "pull my leg."

Mrs. Binns Grade 2

Between the teacher and me, teaching could be done. I like to know what he's doing before the report cards come out.

Mrs. Russell Grade 4

This is every parent's responsibility to teach his child at home. Going back to the Israelites, it was the father's responsibility to teach his children.

Home-School Manual for
Maxfield Elementary School,
St. Paul, Minnesota; Volume I,
Edition 1 - October 17, 1970.
Wilderson, Wilson, Price.

TRAINING CENTER FOR Copy 1
COMMUNITY PROGRAMS

Home-School Manual for
Maxfield Elementary School,
St. Paul, Minnesota; Volume I,
Edition 1 - October 17, 1970.

Copy 1

TRAINING CENTER FOR
COMMUNITY PROGRAMS