An Analysis of the Casey School District's School-Community Relations Program

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AN ANALYSIS OF THE CASEY SCHOOL DISTRICT'S
SCHOOL-COMMUNITY RELATIONS PROGRAM
(TITLE)

BY
Juanita E. Worden Fribley

FIELD EXPERIENCE

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Educational Administration
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1982

YEAR

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AN ANALYSIS OF THE CASEY SCHOOL DISTRICT'S
SCHOOL-COMMUNITY RELATIONS PROGRAM

By
Juanita E. Worden Tribley

ABSTRACT OF A FIELD EXPERIENCE

Submitted in Partial Fulfillment of the
Requirements for the Degree of Specialist
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1982
Communication with the public is an essential facet of any school-community relations program. This study examines both external and internal communication methods. Before a school district can have a purposeful school-community relations program, the internal communication of the school personnel needs to be working effectively.

The survey used for this field experience was developed by the writer to determine the effectiveness of the Casey School District's school-community relations program. This telephone survey consists of eleven questions concerning an awareness of school news. One hundred people were randomly called and asked to respond to the survey.

The Casey School District utilizes many public relations techniques and procedures but lacks any formal school-community relations program. This study makes the following recommendations for improving the Casey District's school-community relations program:

1. The communication network needs to be expanded with additional press releases to the Casey Daily Reporter and the local radio station.
2. More community support might be generated with a volunteer participation program.
3. The district needs to formally adopt a school-community relations program.

This study seeks firstly, to examine the Casey School District's school-community relations program; secondly, to determine the effectiveness of the Casey School District's school-community relations program; and lastly, to make recommendations for improving the school district's
present school-community relations program. This study examines the current educational literature concerning communication and school-community relations. This study also utilizes a telephone survey to determine the Casey community's awareness of school news.

The review of current educational literature discusses problems common to many school districts. Community expectations have expanded the school's social responsibilities as changes in the family's living and working styles have occurred. Financial support for the schools has not kept pace with the spiraling inflation of costs.

Community awareness of the problems facing the schools is necessary if support is expected. Many schools routinely survey their communities to determine awareness and concern for schools. This study briefly overviews five surveys that help school officials learn about the community.
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CHAPTER 1

PROBLEMS FACING THE SCHOOLS

Community Expectations

Increasing numbers of citizens and parents are disenchanted with or apathetic toward the public schools. Lack of citizen communication, support, and involvement attests to the growing public indifference. Many people find it easier to criticize the schools than to get involved and help find solutions to the problems that plague public education.¹

Schools have recently been burdened with a variety of societal pressures such as economic stress, student violence, drug abuse, teacher strikes, and the educational dilemma of declining achievement rates. Initially, school officials chose to internalize such problems with the hope that they would go away before they caused public controversy. The problems not only remained, but they have grown and appear to be compounding additional problems far beyond the resolution capabilities of the schools. The shielding of educational and sociological issues that confront the schools from the public is a mistake. The community, on the contrary, needs to be informed and to be provided input in order to solve complex problems facing the schools.²

¹H. B. Pickney, "Public Education: There Is Nothing But Hope," Principal 60 (November 1980); p. 15.

Financial Support and Spiraling Inflation

During the past few years, public schools have received much criticism. Citizens have frequently refused to adequately support their schools financially. They have rejected bond issues and refused to enact additional taxation to raise school revenues. Voters in California, for example, passed the notorious Proposition 13 and tried later, unsuccessfully, to adopt a voucher system to replace public education as it is known today. In addition, each year thousands more disgruntled parents throughout the nation are withdrawing their children from public schools and enrolling them in private schools instead.

Evidently, increasing numbers of citizens and parents are disenchanted with—or apathetic toward—the public schools. Their lack of communication, support, and involvement attests to that growing indifference. Many people seem to find it easier to criticize the schools than to get involved and help find solutions to the problems that plague public education.\(^3\)

In the past, increased spending was considered the most feasible and appropriate manner through which to improve education. The current economic situation dictates that other more available resources be found. Inflation is drastically reducing taxpayer resources and the school district's purchasing power. Parents and other community members constitute an asset to the school district if these resources can be utilized.

Tax revolts and failed bond issues have forced schools to operate on limited budgets. With over eighty-five percent of school monies

\(^3\)Pickney, "Public Education", p. 15.
going for salaries, there are few funds remaining for any other purpose.\textsuperscript{4}  

Parent involvement in the solutions to these serious financial problems is a viable way to increase community empathy and support. Taxpayers involved with the school have a firsthand knowledge of the educational need of the system and are more likely to respond reasonably to fiscal demands.

**Family Changes**

Some sociologists contend that the American family tradition is in trouble. Recent research indicates that the high divorce rate in this country leaves literally millions of school-age children at risk emotionally and academically. The school is expected to serve these children effectively despite the problems these children may be facing at home. Families are increasingly shifting additional responsibilities onto the schools. As a result, far too many problems are being forced on the schools for solution in the guise of educational concerns.\textsuperscript{5}

**Educators' Attitude**

Many parents feel alienated from the school program. Teachers and other school personnel frequently use unfamiliar language in describing activities in the classroom. Lines of communication between the school and parents are often not clear, and parents are confused about where to go for help or assistance.

Many educators fear involvement of parents in the school program.

\textsuperscript{4}Pickney, "Public Education", p. 16.
\textsuperscript{5}Ibid., p. 16.
Often school staff members do not know how to work with parents even though they may recognize the value of parent participation. Some parents have attempted to get involved in the school program but have become disillusioned when their involvement seemed to make no apparent difference or their efforts were largely ignored by educators. Schools are often viewed by parents as large bureaucratic organizations and parents fear reprisals from the top if they become involved in school policy making and recommend decisions that are contrary to the wishes of the school personnel.  

Parents and their children are the primary consumers of the education enterprise. As with other consumer groups within American society, parents are demanding a greater voice in decisions that will affect the education of their children. Educators have tried to limit parental involvement in the schools, but school officials should instead find ways to meaningfully involve parents in educational decision making.

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7 Ibid., p. 6.

CHAPTER 11

MEASURING PUBLIC OPINION

Measuring attitudes and opinions of citizens of the school district provides essential information about the framework within which the community relations program will be carried on. Measurement of attitudes and opinions tells how people feel about the school system and what should be done to increase their understanding, support, and participation in the educational enterprise. "Increasingly, schools are coming to realize the value of having precise knowledge of the opinions held by a specific group of people or those held by a representative cross section of the population."9

Opinion research is indispensable in the planning, conducting, and evaluating of the school-community relations program. It may be used; (1) to determine how people get their information about schools, (2) to learn how citizens judge the quality of the schools and the criteria they employ, (3) to ascertain whether a proposed change will arouse controversy, (4) to determine if a shift is taking place in public opinion, (5) to find out how well the public understands the educational program, (6) to locate points of popular satisfaction and dissatisfaction within the school system, (7) to identify problems that must be solved and to determine the cooperation and support that can be expected, and (8) to

know the educational goals and aspirations of parents and citizens.10

Opinion research can also reveal areas of improvement desired by citizens, their relative willingness to financially support the educational program, the nature of misinformation they possess, the motivations behind their proposals, and the kind of information they want and how they want to get it.11

**PDK School Problems**

A random sample of 400 Phi Delta Kappan members were surveyed with the same questions as the 12th Annual Gallup Poll of the Public's attitudes Toward the Public Schools. The Gallup Poll found these problems to be the most significant: "lack of discipline" (26%); "the use of drugs" (14%); "Lack of proper financial support" (10%); "concern about quality and back to the basics" (7%); "difficulty of getting good teachers" (6%); "parents' lack of support" (6%); and "busing" (6%). The Kappan survey found the following as prime concerns about the public schools: school financing, 62%; discipline, 33.2%; parental cooperation and support, 21.9%; student motivation, 19.9%; declining enrollments and school closings, 16.3%; and drugs, 15.3%.

A huge discrepancy in opinion exists on the question of attention to the basics in school. The public believes (63%) that not enough attention is given to the basics—reading, writing, and arithmetic. The Kappan respondents believe (56.9%) that enough attention is being given to the basics. If dialogue between school officials and the public can

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10Ibid., p. 49.

11Ibid., p. 50.
continue perhaps many problems pressing the schools can be solved.  

Brothers of the Sacred Heart Survey

A survey conducted by the Brothers of the Sacred Heart in their five high schools in Mississippi and Louisiana sought the opinions of children, parents, and teachers to guide teachers and administrators over the next two to five years in planning school policy, curriculum, and extracurricular activities. Parents, in general, viewed the school as providing academic excellence while their children were happy and learning to be good persons.  

However, the survey was not totally positive. The large percentage of "I don't know" responses to many of the questions indicated possible lack of communication between the schools and the parents. Since parents were most favorable about most aspects of the schools, the "I don't know" responses apparently indicated a need for more communication between the school and home. School officials believed communications could be improved with newsletters, parents' nights or specific programs of information at PTA, Mothers Club, Dads Club, and similar meetings. According to the survey, the parents need more information relating to the availability and quality of curriculum areas such as business, art, and music. Other areas where more communication could be helpful are school service programs, student/teacher relationships, and extracurricular activities.  

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14Ibid., p. 17.
Anderson's Survey

In a fourteen-school study Richard Anderson found that parents from the central city, the city fringe-suburban, the rural, and the urban areas all agreed that they wanted to receive "frequently" from the schools eight different types of information. These categories listed in order of their importance to the parents were:

1. The grades and achievement of the parents' son or daughter,
2. Discipline problems involving their child,
3. The child's personal weaknesses or physical handicaps,
4. The child's talents and abilities,
5. A schedule of school events,
6. Graduation requirements,
7. Career information, and
8. Information on the school's rules and regulations.

Anderson also found that although parents generally agreed on the frequency with which they desired communication from the school on the items listed above, there were additional types of information which some groups wanted more frequently than other groups. Suburban parents wanted to receive frequent reports from the school on new ideas and procedures of instruction being used or considered. Parents of the central city wanted information concerning their children's intellectual capacity and the results of activity competition. Parents of children in rural settings wanted to receive frequent information from the school on the needs and shortcomings of the school, the intellectual capacity of their children, school activities and the results of activity competition, and athletic events' results. Parents of children attending urban schools wanted information on the latter three items as well as reports on new ideas and
procedures of instruction being used or considered, the goals and objectives of the school, and the guidance program.\textsuperscript{15}

**The Ohio Survey**

The Ohio survey was undertaken to gather specific information that is not available through the Gallup and Harris polls. The stratified sample, based on county population figures, was drawn by computer from a list of telephone numbers for all Ohio households. Ohio State University students with interviewing experience phoned respondents from the Ohio Department of Education offices, using a questionnaire developed and field-tested by the Ohio Department of Education. The number of respondents was sufficiently large enough to permit generalizations at the .05 confidence level.

Non-parents differ significantly from parents in several other respects, according to the Ohio survey. Non-parents are less knowledgeable about the schools and less interested in learning about them. The non-parents rate the quality of education in their local schools lower and express less confidence and trust in Ohio Public education.\textsuperscript{16}

Educators should provide valid and reliable information through the mass media if they wish to increase confidence and trust in the public schools. Educators should try to increase public participation in school activities. These are implications of a telephone survey among 390 Ohio residents conducted by the Ohio Department of Education and the Appalachia

\textsuperscript{15}Richard A. Corton, School Administration, (Dubuque, Iowa, William C. Brown, 1976), p. 368.

Educational Laboratory in July 1979.

Parents of school-age children are the strongest supporters of public education. Parents of school-age children rely on school-based information sources, while non-parents learn about their local schools primarily through newspapers, radio, or television. Since people without school-age children now account for 67% of the total United States population, the school officials must establish more effective communication with this group.

The Ohio survey found newspapers (78%), friends and relatives (70%), and school publications (59%) were the primary sources of information about the schools. Radio (55%), television (54%), teachers and school staff (53%), direct mail (48%), and school children (44%) were other sources that respondents mentioned.

Sixty four per cent of all respondents said that the information they received about their schools were adequate or very adequate. More than three-fourths (76%) desired more information on school board decisions, and 71% requested more information on school budgets. Other topics, in decending order, were career information (67%), the regular classroom (66%), special education (66%), student test scores (56%), adult and community education (56%), and class size (58%).

**Hodgkinson's Survey**

Hodgkinson found major problems as perceived by the public which are antithetical to positive and supportive of public confidence in education are as follows:

- Discipline and antisocial behavior;
- Declining test scores;
- Lack of agreement and knowledge on education's specific goals;
- Lack of specific knowledge of and agreement on the school's agenda;
- Bad press;
- Poor parental involvement in public schools.  

To address the problems as perceived by the public, the following objectives should be adopted:

1. Educators should conduct regular systematic reviews of educational programs to insure that they best serve the public's needs and interests;
2. Help citizens understand the value of education in our democratic society;
3. Increase the number of positive personal experiences the parents and non-parent taxpayers have with the schools;
4. Increase public relations awareness of the staff;
5. Increase opportunities for the news media to present a more balanced view of schools.  


19 Ibid., p. 4.
COMMUNICATION IN SCHOOL-COMMUNITY RELATIONS

People are bombarded daily with numerous communications. Radio, television, newspapers, billboards, and mail are all communication channels utilized intensively. The communication efforts by schools must be accurate in order to build confidence on the part of the people receiving the messages, and also be concise in order to compete successfully with all the other communication efforts. If a school system is to effectively serve the community from which support is solicited, some of the several communication objectives that need to be fulfilled are: accurate information about the schools must be provided; accurate information about the community and its resources must be obtained; information about new trends and developments in education must be provided; a feeling of shared concern about the schools needs to be developed; and the importance of education to the community needs to be developed.20

In developing a school-community relations program, close attention should be given to the communication process. Effective communication is the result of careful planning regarding the kinds of information that needs to be disseminated, the particular audience that is to be reached, and the choice of the best method to do the task. Communication means mutual sharing of ideas and feelings. Communication is a cooperative

enterprise requiring the mutual interchange of ideas and information, and out of which an understanding develops and action is taken.21

Internal Communication

While the internal communication network should provide a continuous flow of input and output between administrators, teachers, students, and parents, the external system is far too vast for any single administrator or group of administrators to maintain. The administration would devote a large portion of its public relations time to the development and maintenance of lines of communication with local, state, and national officials. The primary communication focus of teachers, students, and parents would be the local citizenry. Once the communication system is developed, role responsibilities and suggested community relations activities could be designed and implemented.22

Communication Methods

A comprehensive school-community relations program encompasses many facets. A community relations program should avoid activities solely from the perspective of keeping the public informed as opposed to activities which enlist parental input and voluntary support. The school needs to develop a community relations program which enlists support from: those who are powerful, visible, and organized such as the city council; those who have power and organization but little visibility such as people with money; and those with organization and visibility but little money such as the PTA. A school-community relations program needs to encourage citizen

21Kindred, The School and Community Relations, p. 74.
participation for the following: collecting and assembling information; classifying and interpreting; and making judgements and recommendations. School officials need to also survey the district to determine changing needs of the local community.23

The greatest volume of school news published in many papers deals with relatively unimportant and peripheral subjects rather than subjects central to basic school purposes. National, regional, and local surveys confirm this assertion, and equally important show wide gaps between the kinds of news published and the kinds in which the public, including parents, has the most interest. Survey results have regularly shown newspaper readers to be chiefly interested in such subjects as curriculum, instructional methods, student progress, and educational objectives. Newspapers, on the contrary, devote the largest amount of space to extraclass activities, especially athletics.

A school district should assess its own needs of the kinds and quantity of school news coverage in the local press as well as the kinds of information the public wants to read. School officials may either review the situation with the newspaper editors or choose to augment news coverage in certain areas through the school's own publication.24

Schools which have implemented school-community relations programs have found that good public relations involves more than sending a newsletter home, and more than making the school principal primarily responsible for developing good ties with the community. The development of a community relations program must be done with the same degree of research-

23Ibid., p. 71.

ing, planning, training, implementation, and evaluation as utilized in the development of curriculum and educational programs. An essential aspect of a community relations program is the development of good internal relations prior to taking on the commitment of a comprehensive relations program.

A comprehensive community relations program requires communication to many people. Communication is the essence of any good community relations program. The communication process should provide input and output access to all participants in an organized fashion with internal and external communication responsibilities clearly defined. Schools are not autonomous entities. In order to function effectively and progressively, schools need a support system which includes the community.

**Telephone Surveys**

Telephone surveys have been used successfully to obtain certain kinds of information. Typically, a sample is drawn at random from a telephone directory. People are interviewed by telephone with a list of questions. Their replies are coded, analyzed and interpreted. Decisions are then made on the basis of the findings and conclusions.

The general advantages of telephone surveys are; (1) a small number of interviewers can make several hundred calls in a day, (2) the refusal rate is rather low among those who receive the calls, (4) the geographic distribution of the sample can be controlled easily if an address listing of the numbers is available, and (5) the calls can be scattered over a wide area within the school district at no additional cost.

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The main objections to the telephone interview techniques are:

(1) the interview must be short so only a few items can be investigated,
(2) a loss in sample size arises because of unanswered calls and busy signals and may distort the representativeness of the sample, (3) the brevity of the interviewer's introduction and questions does not give the respondent much time to orient himself to the subject matter of the survey, and (4) misinformation is difficult to detect in short inquiries.26

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26 Kindred, The School and Community Relations, p. 50.
CHAPTER IV

PARTICIPATION: ITS IMPORTANCE AND VALUE

Volunteers

Two-thirds of the people surveyed during the 1974 survey classified their participation in volunteer activities as givers of direct service. According to the Community Services Administration, citizen participation provides the following four things: a way to mobilize resources; a source of knowledge, a means of securing feedback on policies and programs, and a source of new approaches; and an affirmation of democracy. The data stemming from the 1974 census show that volunteers in education represented 15 percent of the total number of volunteers in the United States—about 2,271,000 persons—who worked an average of six hours a week.27 In the search for improvement of educational opportunities and for efficiency of our institutions, the expanded use of volunteer workers needs to be examined.

Volunteers who participate in education provide a service in the schools which helps to enrich the educational opportunities of children through planned services offered as a part of the educational program. There is no more effective way for citizens to learn the needs of the schools that to become involved in the everyday work. School volunteers

bring love and a sense of trust to their schools in the belief that they can effect positive change through their personal participation in the education and the lives of children. School volunteer programs have been a source of creative energy, enthusiasm, and commitment to the goals of education.  

According to Fantini, there are three types of participation allowed by school officials. Successful development of public relations views parents and other community people as clients or consumers and tries to keep a favorable image by charting a program of controlled information. The parent is made to feel that the school has things under control, that the parent can feel confident that his/her child is in good hands. Public relations programs help to pass school budgets and bond issues. When school budgets and bond issues are defeated, then the public relations approach is either restructured or other forms of participation are considered. Such controlled participation assumes that the basic areas of budget, curriculum, and personnel are best handled by the superintendent in consultation with the school board.

A second category of participation is that of instructional and curriculum support. Volunteers, paraprofessionals, and student tutors have all begun to assume organized roles in the education process, from full class teaching to small group instruction. Community resources have been tapped for tutors with the basic skills of poets, artists, and scientists, who are willing to work with students in and out of school. Schools may offer the community a range of services after school, in the

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28 Ibid., p. 13.

evenings, and on weekends. In this way the school provides instructional service for adults as well as children.

The third category of participation, according to Fantini, relates to crisis resolution. Involvement is often intense when the school system faces a major problem. The community responds with strong feelings and school auditoriums are filled to capacity. Such participation is aimed at immediate resolution to the problem. School officials and board members do not always welcome such participation; however, this method proves to be quite effective in solving some problems.30

New York's volunteer program in the public schools utilized over 700 volunteers who worked on a regular basis in thirty-seven elementary, junior high, and senior high schools during the school year. Volunteers were screened carefully to identify applicants who could satisfactorily fulfill the work assignments. A series of five training sessions which included orientation to school procedures, discussion of educational problems of the disadvantaged child, and methods for helping children with reading. The volunteers, who were supervised by a volunteer chairman, were used primarily to supplement instruction in reading and conversational English. The primary value of the program proved to be the one-to-one relationship—volunteer to child.31

Anne Lewis32 suggests several methods to stimulate community involvement in school affairs. To create an awareness of school activities and business, Lewis recommends communicating with print such as sending a

30Ibid., p. 23.


A newsletter which includes a calendar of events, school lunch menus, and related school information to all households in the community. Bonds are more easily passed with ongoing community awareness and involvement in budgets and program changes. Advisory committees provide some community input as do special meetings between the superintendent and community groups. To function at optimum effectiveness, a school district needs to communicate with the community.

Hodgkinson recommends several procedures to increase the number of positive personal experiences taxpayers have with the school. The school should encourage people to visit schools as parent or non-parent volunteers or just as interested citizens. Whenever appropriate, the school should conduct regular surveys to determine current attitudes about the schools and summarize and publicize data from existing surveys. The school should also provide a continuing explanation of the changes taking place in the society to indicate that traditional methods for communicating may not be reaching a majority of the citizens.33

Perhaps the greatest value of public participation in school activities is that it leads to greater understanding of the schools. The evidence reveals that as public participation and understanding increase, so does the quality of the schools. Some of the significant values of public participation in the schools are as follows: stimulation of local initiative; effective public relations techniques; initiation of change; improve school quality; and improve public understanding of the schools.

Citizens in the community are interested in knowing about schools, but often do not feel informed about the needs of the schools. Advisory committees have their value as an effective public relations technique.

33Hodgkinson, Report of the FEOL, p. 5.
Advisory committees allow a two-way flow of information and ideas between the school and the community. Advisory committees should be composed of both strong advocates and strong critics of the school system since honest opposition usually forces clearer thinking. School administrators should utilize advisory committees as a means of influencing and affecting school improvement and greater community understanding.\(^\text{34}\)

**Parent Volunteer Programs**

A parent volunteer program is a valuable method of involving parents and also helping children. A well-organized and supervised parent volunteer program can reduce the pupil-teacher ratio for certain activities and at the same time bring another level of expertise to the classroom. Volunteer parents can provide an extra pair of hands for many non-instructional activities, such as taking attendance, supervising the lunch room and the playground, and duplicating materials. An involved parent becomes more appreciative of the work the school does and provides a line of communication to the neighborhood concerning school problems and concerns.\(^\text{35}\)

Parental involvement in the schools may accomplish many worth while things, such as: partially solve the lack of professional aids in the classroom; increase parental satisfaction with the role of the school; reduce the financial cost of education; provide insight into the behavior of children; and help parents and teachers to develop more rewarding relationships with children.\(^\text{36}\)


\(^{35}\) Kroth, *Getting Schools Involved With Parents*, p. 55.

The schools should cultivate some kind of involvement with the senior citizens of the community. Mature adults have opportunities to affect young people positively by communicating through words and actions the best of our culture and heritage. Experienced senior teachers and administrators can be a source of wisdom, strength, and courage that often goes unrecognized. Older adults can be and are important in volunteer programs.37

The Importance of Parent Participation

Public participation in school affairs can provide the broad base of support for school programs. The more that community involvement is utilized by a school district often determines the ease with which change is implemented or a problem solved. The public's awareness and understanding of a situation usually provides for more objective decision making. A school-community relations program needs to enlist the active input and support of parents as opposed to just presenting the public with information. Parents can actively be involved in problem analysis by collecting and assembling information, classifying and interpreting, and making judgments and recommendations.38

Communities need to recognize the common problem of educating the children and participating in the planning and implementation of programs. Spending that scarce dollar for educational programs always needs careful consideration and coordination. The education of the young is a task requiring time and energy on the part of each member of the

community. Schools should play vital roles in coordinating all educational activities. Community participation is essential to this idea.

If a school system is to effectively serve the community from which support is solicited, there are the following objectives that need to be fulfilled:

1. Accurate information about the schools must be provided.
2. Accurate information about the community and its resources must be obtained.
3. A feeling of shared concern and responsibility about the schools needs to be developed.
4. The importance of education needs to be promoted to the community.39

Generally, citizens in the community are interested in knowing about the schools. School officials must provide adequate opportunities for citizen involvement in school planning and decision making. Given the opportunity, parents and citizens will often offer information, advice, time, or money. Schools need community support to function effectively and progressively. Schools are not autonomous entities. Schools need a full support system which, most likely, can be nurtured to full development with the help of parents. Parental concern, cooperation, and assistance should be actively sought by school officials.40

39Niemstra, The Educative Community, p. 25.
CHAPTER V

THE CASEY SCHOOL-COMMUNITY RELATIONS PROGRAM

The Casey School District does not have a formal school community relations program. However, the Casey School District does have activities which contribute to a good school-community relations program. Many of the activities have emerged to fit the community's need or the school's need.

The Casey School District makes frequent use of the media, mostly the local newspaper, to communicate with the people. Special programs and events such as concerts, plays, and athletic events are publicized in the local newspaper and broadcast over the local radio station. The program "Coache's Corner", broadcasts every Saturday morning, focusing on recent Caseh High School sports activities. The weekly menu for each school cafeteria is published in the newspaper and broadcast on the local radio station. Announcements of the board of education meetings and summaries of the minutes of its meetings are also published in the local papers.

At the present time Casey does not use citizens advisory committees as a means of communicating with the community. In the past, advisory committees have been formed to deal with specific problems in the school district. Presently, parents or other members of the community may contact the school personnel if concerns or questions arise.

The Casey School District involves the various school-community groups in several ways. This year an open house night was implemented in the elementary school. Since reactions were very favorable to this
first open house, it is planned that this become an annual event. A vocational open house, at the high school level, is also held biennially. The first and second grade teachers conducted a parent-orientation night, both parents and teachers were pleased with this effort.

The Casey school board believes that since the school building and facilities are tax-supported, they should be made available for public use. The school can become an educational center where members of the community may study and learn, and also, a neighborhood center for cultural and recreational activities. The Casey school facilities are available for use by community groups such as the Rotary, 4-H, and Pork Producers. An art and handicrafts fair has been held for the past two years in the high school gym. A minimal fee of five dollars is charged to groups for the use of the Fine Arts Hall and the high school gymnasium.

The Casey school board also realizes that retired people often have limited financial resources and social outlets. Senior citizens, as the school’s guests, are invited to view student activities. Hopefully, this type of effort by the school will increase community goodwill, and it offers, at the same time, a service to the retired people of the community who have supported the school for so many years. Parents are invited to attend the Casey schools and to eat lunch with their children any day. In May, the schools host a "senior day" during which senior citizens are invited for a free lunch.

The administrators and teachers both believe parent-teacher conference days are essential. The Casey school calendar provides for two parent-teacher conference days. However, parents and teachers are encouraged to contact each other whenever assistance is needed to solve a child's problem.
In order to create and maintain an optimal learning situation for students, the school staff, the parents, and other citizens who make up the school community must understand each other's resources and expectations. A thorough understanding of students can be gained only through comprehensive knowledge and appreciation of the home and the community. An examination and analysis of each issue and problem which exists between the school and community needs to be conducted. This process includes an assessment of which community members are associated with each issue. Techniques such as interviews, questionnaires, and surveys may be used for analysis.

An effective school-community relations program depends upon good communication. That communication is partly accomplished through effective use of the media such as newspapers, television, radio, and newsletters. The school staff needs to involve various groups in the community in educational problems and changes. The educational program needs to show benefits that are tangible and visible to the various groups in the school community.

The communication process is an essential element of school-community relations. The one-way pattern of communication from the school to the homes of students is the most frequently used scheme. Two-way communication, which originates from the student's home, should be encouraged through school-community coffees, parent-teacher conferences, and citizen-advisory groups. Parent teach conferences and citizen advisory committees offer opportunities for members of the community to participate in educational decision making. The school has something important to communicate to parents and other residents of the community, and the school's personnel should recognize that the community has something important to communicate to the school.
CHAPTER VI

COMMUNICATIONS SURVEY

Survey Procedures

This telephone survey was developed to indicate whether or not the community of Casey receives enough school news and information. Since communication between the school and the public is an integral part of any school-community relations program, this information was needed to assess the Casey School District's present school-community relations program. The sampling consisted of 100 people in the Casey area with telephone numbers. The telephone book lists numbers for several towns in the area, so the names for the survey were randomly chosen by selecting the first Casey telephone number listed from the top of the page and also from the bottom of the page. If the first or last Casey telephone number did not answer, the next Casey number was used until a party agreed to respond to the questions. The calls for the survey were made on several different days at various times during the day. The assumption was that this procedure would survey a sampling from the total school district population.

Communication Survey Results

The results of the survey are presented to the reader in three columns. The first column indicates the percentages for the thirty-five parents who responded; the second column indicates the percentages for the
sixty-five non-parents who responded; and the third column indicates the total of the one-hundred people who responded to the survey. The numbers of people responding and also the percentages are shown. The survey questions and responses are presented in table form on the following pages. Question number eleven, in addition, simply lists the respondents' suggestions.
Table 1

Parents or Non-parents Respond to Survey

1. Do you have a child in school at this time?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th>Non-parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>35</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>0%</td>
<td>35%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>65%</td>
<td>65%</td>
</tr>
</tbody>
</table>

The responses indicated that 65% of the people contacted did not have children in school. The findings show Casey to be a typical community with a 35%-65% ratio of parents to non-parents.
Table 2

Citizen Awareness of School Activities

2. Do you feel informed about school activities?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th>Non-parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>27</td>
<td>77%</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>17%</td>
<td>35</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>6%</td>
<td>8</td>
</tr>
</tbody>
</table>

About half (49%) of the people contacted for the survey believed they received enough school news about school activities. However a large portion of the non-parents wanted to receive more information about school activities.
Table 3

Citizen Interest in the Elementary School

3. Are you interested in what is happening in the elementary school?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th></th>
<th>Non-parents</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>29</td>
<td>83%</td>
<td>40</td>
<td>62%</td>
<td>69</td>
<td>69%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>6%</td>
<td>18</td>
<td>27%</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>11%</td>
<td>7</td>
<td>11%</td>
<td>11</td>
<td>11%</td>
</tr>
</tbody>
</table>

The majority of respondents were interested in elementary school activities and news. Parents were very interested in the elementary school.
Table 4

Citizen Interest in the High School

4. Are you interested in what is happening in the high school?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th></th>
<th>Non-parents</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>27</td>
<td>77%</td>
<td>48</td>
<td>74%</td>
<td>75</td>
<td>75%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>9%</td>
<td>14</td>
<td>21%</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>14%</td>
<td>3</td>
<td>5%</td>
<td>8</td>
<td>8%</td>
</tr>
</tbody>
</table>

Those responding to the survey were interested in high school news and activities such as: concerts, sports, plays, and academic success.
Table 5

Adequacy of School News

5. Do you think you receive enough school news?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th></th>
<th>Non-parents</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>20</td>
<td>57%</td>
<td>32</td>
<td>49%</td>
<td>52</td>
<td>52%</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>37%</td>
<td>18</td>
<td>28%</td>
<td>31</td>
<td>31%</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>26%</td>
<td>15</td>
<td>23%</td>
<td>17</td>
<td>17%</td>
</tr>
</tbody>
</table>

About half (52%) of the respondents felt they received enough school news. However, 48% of the people called were either not satisfied with the amount of news or were undecided about the question. A substantial portion of the parents (37%) felt the need for more school news.
Table 6

Sources of School News

6. How are you usually informed of school news?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th></th>
<th>Non-parents</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Newspaper</td>
<td>8</td>
<td>22%</td>
<td>36</td>
<td>55%</td>
<td>44</td>
<td>44%</td>
</tr>
<tr>
<td>Radio</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Children</td>
<td>12</td>
<td>34%</td>
<td>4</td>
<td>6%</td>
<td>16</td>
<td>16%</td>
</tr>
<tr>
<td>Friends</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>3%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>6%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Newspaper and Children</td>
<td>7</td>
<td>20%</td>
<td>2</td>
<td>3%</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>Newspaper and Friend</td>
<td>1</td>
<td>3%</td>
<td>2</td>
<td>3%</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Radio, Friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>and Children</td>
<td>1</td>
<td>3%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Children, Friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>and Newspaper</td>
<td>1</td>
<td>3%</td>
<td>1</td>
<td>2%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Newspaper, Children and Other</td>
<td>1</td>
<td>3%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>
Table 6 continued

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th></th>
<th>Non-parents</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>All</td>
<td>2</td>
<td>6%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Children and Friends</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Newspaper and Radio</td>
<td>0</td>
<td>0%</td>
<td>8</td>
<td>11%</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>Newspaper and Other</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>5%</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Newspaper, Radio and Children</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>5%</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>5%</td>
<td>3</td>
<td>3%</td>
</tr>
</tbody>
</table>

The results indicate that people depend heavily on the daily newspaper for school news. Children are the main source of information for parents.
Table 7

Areas of Greatest Interest

7. Which of the following is the most important to know about?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th>Non-parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Education</td>
<td>30</td>
<td>86%</td>
<td>38</td>
</tr>
<tr>
<td>Sports</td>
<td>1</td>
<td>3%</td>
<td>1</td>
</tr>
<tr>
<td>School Finances</td>
<td>2</td>
<td>5%</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3%</td>
<td>5</td>
</tr>
<tr>
<td>School Finance and Sports</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Education and School Finance</td>
<td>0</td>
<td>0%</td>
<td>9</td>
</tr>
<tr>
<td>Education and Sports</td>
<td>1</td>
<td>3%</td>
<td>0</td>
</tr>
</tbody>
</table>

The majority of people called felt that educational information is the most important to know. School finances were more important to non-parents than to parents. Parents were especially interested in education.
Table 8

Adequacy of the Local Newspaper

8. In your opinion, does the newspaper cover the news...

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th></th>
<th>Non-parents</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Very well</td>
<td>7</td>
<td>20%</td>
<td>14</td>
<td>22%</td>
<td>21</td>
<td>21%</td>
</tr>
<tr>
<td>Fairly well</td>
<td>19</td>
<td>55%</td>
<td>32</td>
<td>49%</td>
<td>51</td>
<td>51%</td>
</tr>
<tr>
<td>Poorly</td>
<td>4</td>
<td>11%</td>
<td>5</td>
<td>8%</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>14%</td>
<td>10</td>
<td>15%</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0%</td>
<td>4</td>
<td>6%</td>
<td>4</td>
<td>4%</td>
</tr>
</tbody>
</table>

Generally, according to the responses, the newspaper does very well to fair in covering school news. Non-parents found the newspaper most helpful in providing information about school.
Adequacy of the Local Radio Station

9. In your opinion, does the radio station cover the school news......

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th></th>
<th>Non-parents</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Very well</td>
<td>3</td>
<td>9%</td>
<td>6</td>
<td>9%</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>Fairly well</td>
<td>7</td>
<td>20%</td>
<td>18</td>
<td>28%</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Poorly</td>
<td>5</td>
<td>14%</td>
<td>8</td>
<td>12%</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>Undecided</td>
<td>20</td>
<td>57%</td>
<td>31</td>
<td>48%</td>
<td>51</td>
<td>51%</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>3%</td>
<td>2</td>
<td>2%</td>
</tr>
</tbody>
</table>

Those who listen to the local radio station feel the school news is covered fairly well. However, most of the undecided responses stated that they did not listen to that radio station.
Table 10

Need For a District Newsletter

10. Should the school send a newsletter to everyone in the District?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th></th>
<th>Non-parents</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>46%</td>
<td>13</td>
<td>20%</td>
<td>29</td>
<td>29%</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>34%</td>
<td>37</td>
<td>57%</td>
<td>49</td>
<td>49%</td>
</tr>
<tr>
<td>Undecided</td>
<td>7</td>
<td>20%</td>
<td>15</td>
<td>23%</td>
<td>22</td>
<td>22%</td>
</tr>
</tbody>
</table>

According to about half of the parents contacted, the school should use a newsletter to communicate information. No newsletter is necessary according to 49% of the people called. However, 51% of the respondents were either in favor of or undecided about a newsletter.
Table 11

Means of Improving Communication

11. What could the school do to improve communication?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Parents</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td></td>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>No comment</td>
<td>24</td>
<td>69%</td>
<td></td>
<td>21</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>With comment</td>
<td>11</td>
<td>31%</td>
<td></td>
<td>14</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>

The twenty-five comments suggesting improvement for the school district's communication to the public provided some duplication of ideas. Those duplications are as follows:

Seven people suggested a newsletter (28%);
Five people suggested a PTA organization (20%);
Five people suggested more school news in the *Casey Daily Reporter* (20%);
Two people suggested more conferences (8%);
Two people suggested more school news on the radio (8%);
And two people suggested more involvement (8%).
The comments that follow are listed in no order of priority. The comments are separated into categories of parents and non-parents. The comments by the respondents of the survey are as follows:

**Comments by Parents**

1. The school should have PTA at the grade school level.
2. The school should have a PTA.
3. There should be weekly or monthly updates on changes in school activities.
4. The school should have parent meetings along with school board meetings.
5. The local newspaper should have an educational column.
6. There should be more conferences with the child's teacher.
7. Conferences every nine weeks would be helpful.
8. The school should publicize school board meetings as to time, what meeting is about, what goes on at the meeting, and the results.
9. The school should send newsletters to families with children.
10. The school should send a newsletter to parents telling what is taught and the methods used to teach.
11. The district should send a newsletter to each family in the district once a month.

**Comments by Non-parents**

1. The school should have more people involved.
2. The teachers should contact parents and encourage communication with a once a month meeting.
3. Teachers should take turns putting tidbits of educational information in the newspaper.

4. The school should broadcast school news on the radio daily, then everybody could hear it.

5. The school should give more news to the radio station and then have them broadcast it.

6. The school should send a newsletter to parents.

7. Every parent should have the opportunity to attend PTA meetings to discuss school with teachers to help to know and understand the child better and to help him to be more interested in school.

8. The school needs more newspaper coverage.

9. The school should issue more information through the newspaper.

10. The school should be more straightforward with parents and give them more say so.

11. The school should have more parent involvement—yet parents to school so they can find out first hand what is going on.

12. The school should send a newsletter to parents only, not everyone in the district.

13. There are too many high paid administrators—pay teachers, secretaries, and cafeteria people more money.

14. The school should send newsletters to those who have children in school.
CHAPTER VII

RECOMMENDATIONS

Communication to the Community

The Casey School District needs to expand its communication network to the public and utilize as many means available to get school news and information to both the parents and to the other community members. The high community interest warrants expansion of the districts communication efforts. The district might expand the use of the local newspaper and the local radio station, and also develop a district newsletter.

Of the thirty-five parents surveyed, 46% felt the need for a school newsletter to distribute more information. However, 57% of the sixty-five non-parents surveyed said no newsletter was necessary. The Casey School District might consider developing and distributing a newsletter to parents of children in the school district.

The Casey Daily Reporter received a good rating from 72% of the one-hundred people surveyed. The district should continue the use of the newspaper as it seems to be major source of information for many people. A good working relationship seems to exist between the newspaper and the school—that relationship should be continued.

The school district needs to utilize the radio station to a greater extent. More school news on the local radio station might generate additional listeners. The radio station could provide a supplemental means for distributing information to the community.
The school district needs to routinely check community attitudes about the schools. This survey indicates that people are interested and concerned. Therefore, an assessment of such routine checks would be useful in updating the school-community relations program.

**Volunteer Participation Program**

The Casey School District might benefit from a volunteer program developed to encourage community participation in selected school activities. Such a program would bring more members of the community in close contact with the school. A parent or community member who is involved in meaningful work for the school often feels more familiar and more willing to support the schools in time of need. A school system needs the full support of the community and an active volunteer participation program might encourage positive community support for the school district. The Appendix, Part I, states some specific activities which might be included in the volunteer program.

**School-Community Relations Program**

The Casey School District needs to expand the current school-community relations program into a more formalized program. School people—administrators, teachers, students and parents—need to be aware of the responsibilities involved in implementing a successful school-community relations program. The Appendix, Part II, details some activities that could be helpful in developing a more formalized program of school-community relations.
APPENDIX A

SUGGESTED ACTIVITIES FOR VOLUNTEERS
SUGGESTED ACTIVITIES FOR VOLUNTEERS

Classroom Activities for Volunteers

HOUSEKEEPING

Dusts, cleans
Helps children with clothing
Arranges furniture
Keeps order (babysitting)
Posts bulletin boards
Takes monitoring responsibility
(bus, lunch, snacks, lavatory, recess)

CLERICAL

Collects monies
Collects papers
Takes attendance
Duplicates materials
Distributes materials
Fills out routine reports
Maintains inventory
Maintains instructional material file
Locates materials
Makes bibliography
Sets up displays
Sets up demonstrations
(preparates materials)

These and similar types of activities can help teachers and volunteers work together in the school setting.41

Additional Volunteer Activities

Volunteers might:

1. Assist school people by operating a child care room for such school functions as registration and conference days—thus mothers are able to give close attention to their reason for

coming to school.

2. Participate in serving luncheon for an all day teacher workshop—some communities have found such interaction between the public and school personnel quite pleasant.

3. Assist the Education Week chairperson.

4. Assist with the library program.
<table>
<thead>
<tr>
<th>Personnel</th>
<th>Responsibilities</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>Administration</td>
<td>To establish and maintain good relations with local, state, and national political leaders</td>
<td>Appoint public relations director</td>
</tr>
<tr>
<td>(Superintendent, principals, and assistants)</td>
<td>To develop shared decision making powers with local officials</td>
<td>Develop community profiles to aid school in adapting to the changing community</td>
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<tr>
<td></td>
<td>To positively effect system-wide school community relations</td>
<td>Disseminate school board meeting minutes to teachers parents and community</td>
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<tr>
<td></td>
<td>To establish good public relations within the school community</td>
<td>Organize and meet regularly with a citizens advisory council composed of parents and community leaders</td>
</tr>
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<td></td>
<td>To encourage parental involvement at the instructional, extra-curricular, and decision-making levels</td>
<td>Develop and distribute a school newsletter to the community</td>
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<td></td>
<td></td>
<td>Involve parents in school-sponsored activities</td>
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<tr>
<td></td>
<td></td>
<td>Make school facilities available to community groups and organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attend school board meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit news releases, and photos to local newspaper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop student handbook and distribute to students, teachers, and parents</td>
</tr>
</tbody>
</table>

| Classroom teachers | To establish open communication with parents | Discuss the educational program with parents at an "open house"
| | To encourage good community relations at the local level | Involve parents in planned tutorial and instructional programs
| | | Participate in school-related community events
| Students | To discuss school news with parents | Maintain parental contact with phone calls, written notes, and conferences
| | To become involved in school-sponsored activities and related community events | Share school informational materials with parents
| | | Participate in school-sponsored community service projects
| Parents | To participate in school-sponsored events | Participate on school advisory councils, tutorial programs, classroom instructional activities, and field trips
| | To provide input to administrators and teachers | Participate in school board meetings
| | | Participate in school-community activities
| | | Participate in local governmental meetings concerning school-related decisions
APPENDIX C

COMMUNICATIONS SURVEY
Hello, my name is Juanita Worden.

I am taking a class at Eastern Illinois University and need to do a survey about the Casey schools.

The survey is about school news.

1. Do you have a child in school at this time?
   YES  NO

2. Do you feel informed about school activities?
   YES  NO  UNDECIDED

3. Are you interested in what is happening in the elementary school?
   YES  NO  UNDECIDED

4. Are you interested in what is happening in the high school?
   YES  NO  UNDECIDED

5. Do you think you receive enough school news?
   YES  NO  UNDECIDED

6. How are you usually informed of school news?
   NEWSPAPER  RADIO  CHILDREN  FRIENDS  OTHER

7. Which of the following is the most important to know about?
   EDUCATION  SPORTS  SCHOOL FINANCES  OTHER

8. In your opinion, does the newspaper cover the school news?
   VERY WELL  FAIRLY WELL  POORLY  UNDECIDED

9. In your opinion, does the radio station cover the school news?
   VERY WELL  FAIRLY WELL  POORLY  UNDECIDED

10. Should the school send a newsletter to everyone in the district?
    YES  NO  UNDECIDED

11. What could the school do to improve communications?
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