

School districts anticipating Indian enrollment must provide more than teachers and space for their Indian students. They must show they have developed programs aimed at meeting the special needs of Indian students. These programs should include such things as curriculums which recognize the unique character of Indian culture, teacher workshop designed to sensitize teachers to the special problems of Indian students, and provisions for meaningful Indian development in the operation of the school.

57. *The subcommittee recommends—*

That Bureau of Indian Affairs should hold the public schools accountable for the education of Indian students transferred from BIA schools.

The performance of the Indian student in the public school should be the test as to whether the school is fulfilling its educational obligation. The Bureau should make periodic checks of Indian performance data in public schools, and that data should be reported to local and State school authorities, the Indian tribes or communities affected, and the U.S. Office of Education when OE programs are involved. The dearth of such data now makes it extremely difficult to assess Indian performance so that the problem areas can be identified and dealt with.

V. OTHER MATTERS

58. *The subcommittee recommends—*

That State and local communities should facilitate and encourage Indian community and parental involvement in the development and operation of public education programs for Indian children.

The subcommittee especially noted a lack of participation, due to several causes, of Indians in education operations in the communities. In several localities, where a substantial number of Indian youngsters are attending public schools, Indian involvement in the operations of the schools attended by their children was practically or entirely nonexistent. There are opportunities which can be utilized to enhance this participation, however, as evidenced by what transpired in New Mexico where local school boards were enlarged to accommodate Indian members. Other means to enlarge Indian parental involvement are also available. It is generally felt, it might be added, that such parental involvement will have a beneficial effect on the attitude of Indian children toward school and their learning.

In States where there are a significant number of Indian children attending public schools, an Indian should be engaged by the State educational agency to advise on Indian education problems and to participate and give oversight to Indian schooling. This is now being done, for example, in California and Minnesota.

Finally, Indians should be involved in State and local educationally advisory groups, especially those established for Federal programs.

59. *The subcommittee recommends—*

That Indians should be considered for appointment to the advisory groups functioning within the U.S. Office of Education, including those established by statute as well as those created by administrative action.

Such advisory groups should be requested to give special attention to problems of Indian education, where appropriate. In particular, the National Advisory Council on the Education of Disadvantaged Children should give Indian education its continuing attention. Copies of this report should be brought to the attention of the Council and other Federal education advisory groups.

The U.S. Office of Education indicates that there are within OE some 2 dozen education advisory groups established by law or administratively. Indians are inadequately represented on these groups.

60. *The subcommittee recommends—*

That in receiving funds under the set-aside provisions in the several titles of the Elementary and Secondary Education Act, the BIA should be required to prepare and submit its proposals to the Office of Education for approval and should bear the same responsibility for maintenance of effort as the States.

It is evident that the BIA does not meaningfully involve the U.S. Office of Education in its programs under the Elementary and Secondary Education Act for which BIA receives funds administered by OE. States receiving these funds submit to OE their State plans which indicate that the funds are being used in accord with the law and that the ESEA funds are supplementing, not supplanting, State and local expenditures; the BIA should follow a similar procedure.