



University of Georgia

## Syllabus

### **CHFD / EDEC 5150: Families, Schools, Communities Spring, 2007**

Instructor: Dr. Mick Coleman [mcoleman@fcs.uga.edu](mailto:mcoleman@fcs.uga.edu) Family Science Center II

Class: Mondays, 10:10-1:00 pm, Dawson 110

Text: *CHFD 5150 Reading Packet*. Bel Jeans

National PTA (2004). *National standards for parent/family involvement programs*. Washington, DC: Author.  
Location: UGA Bookstore

### **Course Objectives**

1. To develop an understanding of the importance of family-school-community relationships in supporting children's development and education.
2. To develop an understanding of diverse families and classrooms.
3. To examine family involvement models and professional practices related to family-school-community relationships.
4. To demonstrate proficiency in communicating with families.
5. To demonstrate an ability to assess and plan for successful family-school collaboration.

## **Responsibilities**

The instructor will

- ... plan and facilitate class discussions.
- ... clarify class projects and assignments as needed.
- ... respect and facilitate different points of view.
- ... grade projects and assignments in a timely manner.

Students will

- ... actively participate in all class and field placement activities.
- ... respect the views of others.
- ... complete all assignments by the due dates indicated on the syllabus.
- ... type all assignments, unless otherwise noted.
- ... maintain backups of all computer work files (see attached email from Mark Toomey)

## **Class Policies**

Handbook and Syllabus Policies. You are responsible for reading and following all policies set forth in your student handbook and this syllabus.

Readings: **You are responsible for completing all reading assignments PRIOR to class. To assist, you will find reflective questions (and in some cases assignments) under each reading (see all ● icons). You should neatly type or write your response to each reflective question and bring it with you to class. Your responses will not be collected, unless class performance leads the professor to believe that students have not read their assigned readings. If written / printed responses are collected, those responses will be considered a pop-quiz and students' grades will be adjusted accordingly.**

Course Texts. Bring your course texts to each class.

Attendance. This class will follow the attendance policy in your student handbook, and as amended below.

### CHFD/EDEC 5150 Attendance Policy

Attendance is expected and required in both the classroom and field. This policy means either perfect attendance or documented absence(s) due to death or illness. Undocumented absences will result in a letter grade reduction per absence in EDEC and/or CHFD courses or unsatisfactory grade in the field. A “C” or above is required in all courses to be able to move to the next level. This policy is in place unless otherwise noted in course syllabi. Students are responsible for communicating with all university faculty and/or school cooperating teachers to let them know the reason for an absence. In CHFD/EDEC 5150, it is the student’s responsibility to provide the program coordinator (Dr. Julia Atiles) and the professor (Dr. Mick Coleman) with the following information as soon as possible after an absence.

- Date of class missed
- Date of field day missed and proposed make up date
- Reason for absence
- Attached documentation

Penalties for failing to complete class assignments or projects by due dates. Five points will be deducted for each class assignment or project that a student fails to complete by the due date. There will be no date extension, make-up or substitute assignments. Five points also will be deducted for failure to make a class presentation on the assigned date. As noted in the above attendance policy, only written documentation of an emergency due to death or illness will be considered when a student fails to meet these course requirements.

Please note that you have plenty of time to complete your class assignments and projects by the due dates shown on your syllabus. However, it is important that you spend time each day working on your assignments and projects. If you wait until the end of the semester, you will find it difficult if not impossible to meet the due dates and/or produce the quality of work that is expected of students in the PreK-Grade 5 Teacher Training Program.

Cell phones. Please turn off cell phones while in class or set them to vibrate. See Dr. Coleman, if you have a special need that requires you to keep your cell phone on an alert status.

UGA Policies. Per email from Del Dunn, Vice President for Instruction and Associate Provost, Monday, December 12, 2006

1. The syllabus must include this statement: All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be found at:  
[www.uga.edu/ovpi/honesty/acadhon.htm](http://www.uga.edu/ovpi/honesty/acadhon.htm)

2. The syllabus must also include this statement: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Per Dr. Coleman: Should it become necessary to cancel a class, an alternative project will be assigned. Students will be required to complete this project in order to be counted as present on the day in question.

### **Class Exams**

Project #1: Family Consultation	100 points
Project #2: Family Handbook (= Final)	100 points
Project #3: Family Involvement Philosophy Box Reflections	100 points
Project #4: Family Involvement Program Assessment	100 points
Friday Folders	
- Teacher Interview about Friday Folders	10 points
- Anecdotal Progress Note (with product, photo, or description)	10 points
- Educational Brochure	10 points
- Parent-Teacher Conference	10 points
- Classroom Newsletter	10 points
Total	= 450

### **Final Grades** (Pending UGA acceptance of following grade structure)

	B+ = 391 - 404	C+ = 346 - 359	D+ = 301 - 314	F = 269 or Lower
A = 423 & Higher	B = 373 - 390	C = 328 - 345	D = 283 - 300	
A- = 405 - 422	B- = 360 - 372	C- = 315 - 327	D- = 270 - 282	

Consideration can be given only to the total class points earned at the end of the semester, minus any deductions due to unexcused absences and failure to complete class assignments and projects. To ensure fairness, there can be no exceptions to this rule.

**CHFD / EDEC 5150: Families, Schools, Communities**  
**Anticipated Teacher Supports**

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Details regarding each of the following projects can be found in the course syllabus.

**Project 1: Family Consultation**

1. Due: April 16, 2007 or April 23, 2007

2. Purpose: To interview a parent in the student's assignment classroom (or the school) to address a specific concern or request. At least two meetings are required. More may be needed, depending upon the parent's concern or request.

3. Supervising Teachers' Requested Role:

- a) Help students identify a parent to interview.
- b) Consult with students about parents' concerns or requests.
- c) Approve students' plans / responses before they are shared with parents.

4. Students MUST carry out this activity. Hypothetical case studies are not permitted.

**Project 2: Family Handbook**

1. Due: May 2, 2007

2. Purpose: To demonstrate students' ability to develop a family handbook containing information that families need to understand their child's school environment and to support families in their educational and caretaker roles.

3. Supervising Teachers' Requested Role:

- a) Help guide students to resources to collect information.
- b) Consult with students about questions they may have.
- c) Provide students with feedback about their family handbooks, should they request feedback.

4. Students NEED NOT implement or pilot the handbook with families.

### **Project 3: Philosophy Box Reflections**

1. Due: April 30, 2007

2. Purpose: To engage students in a creative exercise to help them develop their first draft of a philosophy of family involvement.

3. Supervising Teachers' Requested Role:

- a) Some students may want to discuss the artifacts they are considering for inclusion in their philosophy box.
- b) Provide students with feedback about their family involvement philosophies, should they request feedback.

4. Students NEED NOT act upon their written philosophy or reflection box.

### **Project 4: Family Involvement Program Assessment**

1. Due: April 30, 2007

2. Purpose: To demonstrate students' ability to assess and plan family involvement activities that reflect the various backgrounds, interests, and needs of families represented in their respective classrooms. Students will be use the *National Standards for Parent / Family Involvement Programs* (National PTA, 2004) to guide their assessments.

3. Supervising Teachers' Requested Role:

- a) Guide students to classroom and school resources that will assist them in their assessments.
- b) Participate in student interviews.
- c) Help students identify other school personnel who they might interview in order to complete their assessments.
- c) Provide students with feedback about their assessments, should they request feedback.

4. Students NEED NOT implement any of their recommendations.

### **Project 5: Family Involvement Program Planning**

1. Due: April 16, 2007 or April 23, 2007

2. Purpose: To demonstrate students' ability to develop three family involvement plans (e.g., activities, events, and / or projects) that reinforce their thematic unit and that reflect the family backgrounds represented in their respective classrooms. The students may also include one or more community resources in their plans.

3. Supervising Teachers' Requested Role:

a) Provide students with feedback regarding their family involvement plans, should they request feedback.

4. Students NEED NOT implement their family involvement plans.

### **Friday Folders**

1. Due: Assignments will be due throughout the semester.

2. Purpose: To provide students with practice in communicating with families about their children's development and education, as well as miscellaneous classroom, school and community issues, on a weekly basis.

3. Supervising Teachers' Requested Role:

a) Share any communication devices (notes, newsletters, tip sheets, etc.) that you might use to communicate with families about their children, your classroom, and the school.

4. Students NEED NOT send home their assignments.

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# Class Schedule

### Class Meetings, Projects, and Assignments

Class	Professional Knowledge (90 minutes)	Professional Growth (90 minutes)
<p>1 1/8/07</p>	<p><u>Class 1: Introduction</u>            1. Introductions - Family Blanket            2. Purpose of Class: Parameters of Family Involvement            3. Understanding Families: Key Processes            4. Understanding Families: The School Context            5. Understanding Families: The Teacher            6. Syllabus</p> <p>Helm, J., Huebner, A., &amp; Long, B. (2000). Quiltmaking: A perfect project for preschool and primary. <i>Young Children</i>, 55 (3), 44-49.</p>	<p>1. Project #1: Family Consultation (due, class12 or 13)</p> <p>3. Project #2 – Family Handbook (9 sections) (due as class final)            - Section II, School and Classroom Information            - Section III, Classroom Profile            - Section IV, Behavior Management Guide            - Section VII., Family Resource Guide</p>
<p>1/15/07</p>	<p>Martin Luther King Holiday</p>	

Class	Professional Knowledge (90 minutes)	Professional Growth (90 minutes)
2 1/22/07	<p><u>Class 2: Understanding Families</u></p> <p>1. Definitions            2. Family &amp; Teacher Expectations</p> <p>Coleman, M. (2006, revised). Understanding family lives. <i>Family Involvement in Early Childhood Programs</i>. Unpublished training manual. University of Georgia, Athens.</p> <p><b>•How do you define family (see Activity 1.1 in your reading)?</b></p> <p><b>•What values, past and / or present personal experiences do you rely upon for your definition?</b></p> <p><b>•How will you approach families whose structures, beliefs, priorities, and lifestyles (culturally, socioeconomically, and socially) differ from your own?</b></p> <p><u>Class 2: Developing a Family Involvement Philosophy</u></p> <p>1. Goals &amp; Guides</p> <p>Coleman, M. (2006, revised). Developing a personal philosophy of family involvement. <i>Family Involvement in Early Childhood Programs</i>. Unpublished training manual. University of Georgia, Athens.</p>	<p>1. Advertising in Schools</p> <p>2. Friday Folders            (Progress; Product; Partnership; Promotion)            - Teacher Interview about Friday Folders              - Class 2 &amp; 3              - Due, class 4            - Anecdotal Note            - Educational Brochure            - Family Workshop Invitation and Agenda            - Parent-Teacher Conference            - Classroom Newsletter</p> <p>3. Project #3: Philosophy Box Reflections (due, class 14)</p>

Class	Professional Knowledge (90 minutes)	Professional Growth (90 minutes)
3 1/29/07	<p><u>Class 3: Epstein's Model of Family Involvement</u></p> <ol style="list-style-type: none"> <li>1. Epstein's Model</li> <li>2. Challenges to Family-School Partnerships</li> </ol> <p>Epstein, J. L., &amp; Salinas, K. C. (2004). Partnering with families and communities. <i>Educational Leadership</i>, 61 (8), 12-18.</p> <p>Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G., &amp; Simon, B. S. (1997). <i>School, family, and community partnerships: Your handbook for action</i> (p. 8 – 11). Thousand Oaks, CA: Corwin Press, Inc.</p> <ul style="list-style-type: none"> <li>● <b>Which of Epstein's categories would be the easiest for you to address during your first year of teaching? Identify a specific activity under this category that you would implement during your first year of teaching.</b></li> <li>● <b>Which of Epstein's categories would be the most difficult for you to address during your first year of teaching? Why?</b></li> </ul> <p><u>Class 3: Applying Epstein's Model</u></p> <p>National PTA (2004). <i>National standards for parent/family involvement programs: An implementation guide for school communities</i>. Washington, DC: Author</p>	<ol style="list-style-type: none"> <li>1. School Uniforms</li> <li>2. Friday Folders - Continue with Teacher Interview</li> <li>3. Project # 4: Family Involvement Program Assessment (due, class 14)</li> </ol>

Class	Professional Knowledge (90 minutes)	Professional Growth (90 minutes)
4 2/5/07	<p data-bbox="296 139 835 172"><u>Class 4: Maslow and Family Involvement</u></p> <p data-bbox="296 175 852 207">1. Maslow's Model &amp; Family Involvement</p> <p data-bbox="296 248 1213 354">Coleman, M., &amp; Wallinga, C. (1999/2000). Teacher training in family involvement: An interpersonal approach. <i>Childhood Education</i>, 76 (2), Table 1 (p. 78)</p> <p data-bbox="296 394 1192 467"> <b>• Select one of Maslow's needs. In addition to those listed in your reading, what other strategy might you use to address this need?</b> </p> <p data-bbox="296 508 1150 613">Coleman, M. (2006, revised). Strategies for dealing with different personalities. <i>Family Involvement in Early Childhood Programs</i>. Unpublished training manual. University of Georgia, Athens.</p> <p data-bbox="296 654 1192 727"> <b>• Of the personalities listed in your reading, which one might you find the most difficult? Why?</b> </p> <p data-bbox="296 768 1129 833"><u>Class 4: Benefits, Goals, and Challenges Associated with Family Involvement</u></p> <ol data-bbox="296 836 1062 979" style="list-style-type: none"> <li>1. Benefits of Family Involvement for Children</li> <li>2. Benefits of Family Involvement for Families &amp; Teachers</li> <li>3. Goals of Family Involvement</li> <li>4. Addressing Challenges to Family Involvement</li> </ol> <p data-bbox="296 1019 1182 1125">Bales, D., Coleman, M., &amp; Wallinga, C. (2006). <i>Planning for family involvement in early childhood settings</i> (Sections II, III, &amp; IV). Unpublished Training Manual, University of Georgia, Athens.</p> <p data-bbox="296 1166 1224 1230"> <b>• Of the challenges listed in Section IV your reading, which one will be the most difficult for you to address? Why?</b> </p>	<ol data-bbox="1268 139 2043 573" style="list-style-type: none"> <li>1. Using Maslow's Model to Plan and Facilitate Group Meetings</li> <li>2. Dealing with Unique Personalities in Group Settings</li> <li>3. Friday Folders           <ul data-bbox="1297 362 2043 573" style="list-style-type: none"> <li>- <b>Due: Teacher Interview about Friday Folders</b></li> <li>- Write an anecdotal note for each of three children. Each child should come from a different background. Include a product, or a photo or description of the product, to help the parent of each child understand your progress note (due, class 5).</li> </ul> </li> </ol>

Class	Professional Knowledge (90 minutes)	Professional Growth (90 minutes)
5 2/12/07	<p><u>Class 5: Bronfenbrenner and Family Involvement</u></p> <ol style="list-style-type: none"> <li>1. Focus</li> <li>2. Assumptions</li> <li>3. Bronfenbrenner's Ecological Systems</li> <li>4. Risks &amp; Opportunities</li> <li>5. Implications for Family Involvement</li> </ol> <p><u>Class 5: Family Structural Diversity</u></p> <ol style="list-style-type: none"> <li>1. Strengths and Challenges</li> <li>2. Tips for Working with Diverse Families</li> </ol> <p><b>NOTE: We will now begin to incorporate your classroom experiences into your reflections.</b></p> <p>Family Connection Partnership (2005, December). Best practice - A Focus on what works: Children succeeding in school. <i>Connected to Practice</i>. Retrieved August 2, 2006, from <a href="http://www.gafcp.org">www.gafcp.org</a>.</p> <ul style="list-style-type: none"> <li>● <b>One recommendation in this report is to disaggregate CRCT test results. This is typically done by race, socioeconomic status, and special needs classification. Why might the state and federal governments want to know this information?</b></li> </ul> <p>Coleman, M. (2006, revised). Working with families from diverse structures. <i>Family Involvement in Early Childhood Programs</i>. Unpublished training manual. University of Georgia, Athens.</p> <ul style="list-style-type: none"> <li>● <b>Thinking in relative terms, how easy might it be for the families represented in your reading to meet the social functions assigned to them by society (complete Activity 2.1 in your reading)?</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Sexual Predators and School Policy</li> <li>2. Friday Folders</li> </ol> <p><b>- Due: Notes on Three Children (Save your notes for Class 11)</b></p>

Class	Professional Knowledge (90 minutes)	Professional Growth (90 minutes)
6 2/19/07	<p data-bbox="310 175 716 207"><u>Class 6: Family Empowerment</u></p> <ol data-bbox="310 212 831 280" style="list-style-type: none"> <li>1. Empowering Families</li> <li>2. Empowering / Welcoming Strategies</li> </ol> <p data-bbox="310 321 1121 427">Coleman, M. (2006, revised). Helping families to feel welcomed. <i>Family Involvement in Early Childhood Programs</i>. Unpublished training manual. University of Georgia, Athens.</p> <p data-bbox="310 467 1129 792"><b>• Both the classroom tour and family handbook discussed in your reading require an ordering of priorities. Think about the general characteristics of the families represented in your classroom. Based upon this appraisal, what key tour locations and handbook sections would you want to include in your registration agenda, should the children of these families be in your classroom next year? Assume you must fit the tour and handbook discussion into a 20-minute registration time slot.</b></p>	<ol data-bbox="1152 175 1776 610" style="list-style-type: none"> <li>1. Family Empowerment Strategies <ul data-bbox="1184 212 1625 354" style="list-style-type: none"> <li>- Family Surveys</li> <li>- Thank-You Notes</li> <li>- Family Involvement Awards</li> <li>- Family Informational Brochures</li> </ul> </li> <li>2. Friday Folders <ul data-bbox="1184 431 1776 464" style="list-style-type: none"> <li>-Write an Educational Brochure (due, class 7)</li> </ul> </li> <li>3. Project #2 – Family Handbook <ul data-bbox="1184 537 1593 610" style="list-style-type: none"> <li>- Section I, Letters of Welcome</li> <li>- Section VIII, Family Surveys</li> </ul> </li> </ol>

Class	Professional Knowledge (60 minutes)	Professional Growth (60 minutes)
7 2/26/07	<p><u>Class 7: Organizing Family Involvement Activities using Family Roles</u></p> <ol style="list-style-type: none"> <li>1. Support – Family Resource Center</li> <li>2. Teacher – Backpacks &amp; Activity Calendars</li> <li>3. Student – Family Workshops / PACT</li> <li>4. Advocate – Parent / Teacher Conferences</li> </ol> <p><u>Class 7: Organizing Family Involvement Activities Using Webs</u></p> <p>Coleman, M. (2006, revised). Organizing family involvement activities through roles and webs. <i>Family Involvement in Early Childhood Programs</i>. Unpublished training manual. University of Georgia, Athens.</p> <ul style="list-style-type: none"> <li>● <b>Think about all the families represented in your classroom. Select one family as a case study. Which family involvement role might best meet this family’s interests, needs, and comfort level?</b></li> <li>● <b>What specific activity might you use to engage the parent(s) in the family involvement role you identified?</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Planning and Trouble-Shooting Family Workshops</li> <li>2. Friday Folders             <ul style="list-style-type: none"> <li>- <b>Due: Educational Brochure</b></li> <li>- Write a Family Workshop Plan (due, class 8)</li> </ul> </li> <li>3. Project #5: Family Involvement Program Planning (due, class 12 or 13)             <ul style="list-style-type: none"> <li>- Epstein – Six Categories of Family Involvement</li> <li>- Bronfenbrenner – Ecological Model</li> <li>- Maslow – Hierarchy of Needs</li> <li>- Swick – Vulnerable Families</li> <li>- Coleman – Family Involvement Roles</li> </ul> </li> </ol>

Class	Professional Knowledge (90 minutes)	Professional Growth (90 minutes)
8 3/5/07	<p><u>Class 8: Communicating with Families</u></p> <ol style="list-style-type: none"> <li>1. Goals of Parent-Teacher Communication</li> <li>2. Facilitating Parent-Teacher Communication</li> <li>3. Delivering Difficult News</li> </ol> <p><u>Class 8: Communication Strategies</u></p> <ol style="list-style-type: none"> <li>1. Informal Communication</li> <li>2. Telephone Calls</li> <li>3. Notes Home</li> <li>4. Interactive Bulletin Boards</li> <li>5. Home-School Logs</li> <li>6. Classroom Newsletters</li> </ol> <p>Coleman, M. (2006, revised). Communicating with families. <i>Family Involvement in Early Childhood Programs</i>. Unpublished training manual. University of Georgia, Athens.</p> <p>● <b>Of all the communication strategies reviewed in your reading, which one would be most effective with the families represented in your classroom?</b></p> <p>● <b>Which communication strategy would be the most difficult to implement in your classroom? Why?</b></p> <p>National Education Association (2006). <i>Bulletin boards made easy</i>. Retrieved August 7, 2006 from www.nea.org</p> <p><b>Have a restful spring break!</b></p>	<ol style="list-style-type: none"> <li>1. Parent / Teacher Conferences           <p>Readings:</p> <p>Diamond, L. (2004, March 17). Letting students have their say. <i>Atlanta Journal and Constitution</i>, pp. E1, E4.</p> <p>Taylor, J. (1999). Child-led parent / school conferences in second grade. <i>Young Children</i>, 54 (11), 78-82.</p> <p>● <b>What do you think? Could you incorporate student-led parent / teacher conferences into your classroom? If not, why? If so, how might you structure this experience so that everyone benefits?</b></p> </li> <li>2. Friday Folders           <p>- <b>Due: Family Workshop Plan</b></p> <ul style="list-style-type: none"> <li>- Write a parent-teacher conference letter (due, class 9)</li> <li>- Write a classroom newsletter (due, class 10)</li> </ul> </li> <li>3. Project #2 – Family Handbook           <ul style="list-style-type: none"> <li>- Section V, Family-Teacher Communication</li> </ul> </li> </ol>
3/12/07	SPRING BREAK	SPRING BREAK

Class	Professional Knowledge (90 minutes)	Professional Skills (90 minutes)
<p>9 3/19/07</p>	<p><u>Class 9: Health and Safety Issues</u></p> <ol style="list-style-type: none"> <li>1. Definitions</li> <li>2. Health &amp; Safety Themes</li> <li>3. Health &amp; Safety Indicator</li> <li>4. Infectious Diseases</li> </ol> <p>Wallinga, C., Bales, D., &amp; Coleman, M. (in press). Teaching young children about health and safety: Involving community workers in the early childhood classroom. <i>Childhood Education</i>.</p> <p>● <b>Consider your classroom and the surrounding community. Identify a community worker from a local agency or department to invite to your classroom to share their work with the children. What two or three key tasks would you need to address in order to prepare the children in your classroom for this visit? How would you go about preparing the community worker for his or her visit to your classroom?</b></p> <p>United States Department of Agriculture (2006). MyPyramid: Steps to a healthy you. Retrieved August 7, 2006 from <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></p> <p>● <b>Give it a try! Identify one child in your classroom. Use the MyPramid URL to design a one-day menu that you might suggest to the parent(s) of that child.</b></p>	<ol style="list-style-type: none"> <li>1. Strategies for Sharing Health &amp; Safety Information with Families - Tips Sheets</li> <li>2. Friday Folders - <b>Due: Parent-Teacher Conference Letters &amp; Agenda</b></li> <li>3. Project #2 – Family Handbook - Section VI, Emergency Information</li> </ol>
<p>3/26/07</p>	<p>Student in Field</p>	<p>Students in Field</p>

Class	Professional Knowledge (90 minutes)	Professional Growth (90 minutes)
10 4/2/07	<p><u>Class 10: Educational Reforms, Policies, and Programs</u></p> <ol style="list-style-type: none"> <li>1. Importance of Education to the Well-Being of Society</li> <li>2. Reports Shaping Educational Reform</li> <li>3. Exs: School Administration; Instructional Strategies; Teacher Roles</li> </ol> <p>Mantel, B. (2005, May 27). No child left behind. <i>Congressional Quarterly Researcher</i>, 15 (20), 1 – 18.</p> <ul style="list-style-type: none"> <li>● <b>Think of the children in your classroom. Which children does NCLB most benefit? Are there children in your classroom who might be disadvantaged by NCLB?</b></li> <li>● <b>Think of the teachers and school administrators in your school. How are they impacted by NCLB?</b></li> </ul> <p>Peterson, K. (2005, May 5). School vouchers slow to spread. Retrieved August 7, 2006 from <a href="http://www.stateline.org">www.stateline.org</a></p> <p>Schemo, D. J. (2004, August 17). Nation’s charter schools lagging behind, U.S. Test scores reveal. Retrieved August 7, 2006, from <a href="http://www.nytimes.com">www.nytimes.com</a></p> <p><u>Class 10: Ethics, Rights &amp; Responsibilities</u></p> <ol style="list-style-type: none"> <li>1. Rationale</li> <li>2. Origin of Family &amp; Child’s Rights</li> <li>3. Ethics</li> <li>4. General Guidelines for Teachers</li> <li>5. Case Studies</li> </ol> <p>U.S. Department of Education (2006). Family educational rights and privacy act (FERPA). Retrieved August 7, 2006, from <a href="http://www.ed.gov">www.ed.gov</a></p> <p>National Education Association (1975). <i>Code of ethics of the education profession</i>. Retrieved August 6, 2006, from <a href="http://www.nea.org/aboutnea/code.html?mode=print">www.nea.org/aboutnea/code.html?mode=print</a></p> <ul style="list-style-type: none"> <li>● <b>Which of the “obligations” under “Principle I” scares you the most as a beginning teacher?</b></li> </ul>	<ol style="list-style-type: none"> <li>1. NCLB &amp; IDEA</li> <li>2. Friday Folders</li> </ol> <p><b>- DUE: Classroom Newsletter</b></p>

Class	Professional Knowledge (90 minutes)	Professional Growth (90 minutes)
<p>11 4/9/07</p>	<p><u>Class 11: Family Diversity</u></p> <ol style="list-style-type: none"> <li>1. Defining Culture</li> <li>2. Dangers Associated with Cultural Stereotypes</li> <li>3. Assaultive Classrooms</li> <li>4. Acculturation vs. Enculturation</li> <li>5. Addressing Cultural Diversity</li> </ol> <p><u>Class 11: Working with Families from Diverse Cultures</u></p> <ol style="list-style-type: none"> <li>1. African-American Families</li> <li>2. Asian Families</li> <li>3. Hispanic / Latino Families</li> <li>4. Native American Families</li> <li>5. Incorporating Family Lives into Literacy Backpacks</li> </ol> <p>(You may want to bring your Friday Folders anecdotal notes from Class 5)</p> <p><u>Class 11: Guest Speaker: Migrant Families</u> (pending)</p> <p>Coleman, M. (2006, revised). Working with families from diverse cultures.</p> <ul style="list-style-type: none"> <li>● <b>Are you a minority or a majority (complete Section 3.2 of your reading).</b></li> <li>● <b>Think about the children and families in your current or previous classrooms (or as a child). Describe a situation in which a teacher or a school official definitely or might have acted upon a stereotype. What were the consequences?</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Family Values &amp; Holiday Celebrations</li> </ol> <p>Email from Rebecca to Dr. Coleman (Week #12: October 30 – November 3).</p> <ul style="list-style-type: none"> <li>● <b>Mediate this situation. Rely upon your personal experiences or insights to design a strategy that would respect the interests of all (or at least most) families?</b></li> </ul>

<b>Class</b>	<b>Professional Knowledge (90 minutes)</b>	<b>Professional Growth (90 minutes)</b>
12 4/16/07	Na	<p>1. <b>Due: Project #1 – Family Consultation</b> Students 1 – 15</p> <p>2. <b>Due: Project #5: Family Involvement Program Planning</b> Students 1 – 15</p>
13 4/23/07	Na	<p>1. <b>Due: Project #1 – Family Consultation</b> Students 16 – 30</p> <p>2. <b>Due: Project #5: Family Involvement Program Planning</b> Students 16 – 30</p>
14 4/30/07	Na	<p>1. <b>Due: Project #4 - Family Involvement Program Assessment</b></p> <p>2. <b>Due: Project #3 - Philosophy Box Reflections</b></p> <p>U.S. Department of Education (2006). <i>Survival guide for new teachers</i>. Retrieved April 21, 2006 from <a href="http://www.ed.gov">www.ed.gov</a>.</p>
Final 5/2/07 11:00 am	Na	<p><b>FINAL DUE - Project # 2: Family Handbook</b> <b>- Due by 11 am on May 2, 2007</b></p>

# Class Projects

## Class Project #1:

### Family Consultation (100 points)

2-page report / 1 power point presentation

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The purpose of this project is to provide you with experience in working with a family member to address a specific request related to his or her child's development and education.

#### Professional Skills

- communication
- self-confidence
- investigation
- perseverance
- creativity
- patience
- reflection
- rapport
- respect
- collaboration

#### Tasks

1. Begin this assignment as early as possible. You will need time to carry out all phases of the assignment.
2. Talk with your supervising teacher to identify a family member in your assigned classroom (or the school) who might be agreeable to working with you. Also, seek input from your supervising teacher at each step. **Your supervising teacher must approve each step and all activities before they are implemented.**
3. Conduct at least two meetings with the family member. In some cases, additional meetings may be needed.
  - a) Explain the purpose of the assignment to the family member.
  - b) Spend time during the first meeting getting acquainted with the family member, establishing rapport, and identifying the family member's interests and/or concerns regarding the child in question.
  - c) Ask the family member about areas in which she or he might like assistance with her or his child's development and education? Listen carefully. Ask questions to make sure you clearly understand the family member's request. The family member's interests and/or concerns may involve educational or basic child development issues, as well as family life issues (e.g., upcoming family move; recent divorce; death in family).

d) Develop a response to the family member's request. Make sure your response is complete and appropriate to the family member's background. Check with your supervising teacher **before** sharing your response with the family member.

e) **Do not ask personal questions of family members. Protect the confidentiality of everyone involved in this assignment (first names or aliases only).**

4. Meet with the family member to review the materials and/or activities that you developed in response to his/her request. Also share a copy of your response with your supervising teacher.

5. Type your report. Use the following headings to format your report. You will use this format to structure your class presentation.

a) First Name only of child and family member

b) Relationship of child and family member

c) Child's school grade

d) Nature of family member's concern and/or request for assistance

e) Family background. Provide general information based upon your observations, information volunteered by family, and consultation with your supervising teacher. Do not collect a social history.

f) Course of action taken. Report on the steps you took to assess and investigate the request, plan an appropriate response, and carry out that plan. Attach copies of all standard notebook-sized materials that resulted from your course of action.

g) Reflections regarding process and outcome (e.g., challenges, rewards, assessment of outcome).

## Class Project #2

### Family Handbook – 15 pages

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The family handbook will serve as your final exam. There are two goals associated with this final project. The first goal is for you to demonstrate your ability to apply the knowledge and skills you have acquired this semester in communicating basic information to families. The second goal is for your handbook to serve as a reflective guide as you begin your teaching career.

#### Development Guides

Family handbooks can be short or long, simple or complex, depending upon one's personal philosophy and school policies. Your handbook should reflect the following guides.

Classroom. Use your assigned classroom as the basis for developing your family handbook.

Content. Carefully consider the content of each section of your Family handbook. It is easy to overload families with too much information. It is also easy to provide families with too little information. Reflect upon the basic types of information that you think are most important to share with the families represented in your classroom this semester. Dr. Coleman has provided suggested page limits for each section of the Family handbook.

Writing style. Use a “user-friendly” writing style that is appropriate for the family backgrounds represented in your classroom this semester. This takes some practice. Reflect upon and revise the narrative and format of your Family handbook sections. Use the SMOG resource to determine reading level. Also consider asking a peer and/or your supervising teacher to review your Family handbook and make suggestions for revision. Dr. Coleman will also be happy to help.

Visual appeal. Make every page of every section of your Family handbook attractive and inviting. Use graphics, clip art, etc. to encourage families to read and use the handbook. Pay attention to margins, formatting, typographical errors, etc. Due to confidentiality issues, do not take photographs of children unless you have solid evidence that their parents have signed photograph releases for educational purposes. Check with your supervising teacher.

## Content

The sections of your handbook should appear in the following order. Place all materials in a three-ringed notebook. Use dividers to separate each section and clearly label each section. Please see Dr. Coleman if you prefer to submit your handbook in another format (e.g., Power Point, Word document, etc.).

Cover. Design a cover for your Family handbook that is inviting. PAGE LIMIT: 1 PAGE.

Table of Contents. Place a table of contents at the beginning of your notebook. PAGE LIMIT: 1 PAGE.

I. Letters of Welcome. Write a general letter of welcome to the families in your classroom. What types of information should you include? How much detail should you include? Be sure to include a brief orientation to the handbook. PAGE LIMIT: 1 PAGE.

II. School and Classroom Information. Provide families with information about your school and classroom. Include the following information: (a) contact information for key personnel, (b) school holidays and other major events; (c) your daily class schedule, and (d) some fun or interesting facts about your school or classroom. Do not use real names when listing school contacts. Likewise, do not use acronyms in any part of this section, as some families may not understand their meaning. Finally, remember to provide a brief and simple explanation of anything (e.g., “specials”) that families might not understand. PAGE LIMIT: 2 pages.

III. Classroom Profile. Provide families with a “blueprint” (e.g., a graphic or a photograph) of your classroom. Label each center or area. Summarize the learning objectives associated with three different learning centers. Give concrete examples of children’s activities in the three centers to help families see the connection between their children’s work and the associated educational objectives. If your classroom does not have learning centers, create three age-appropriate learning or interest centers that you would place in your classroom. PAGE LIMIT: 4 pages (1 page for blueprint; 1 page each for the three learning centers).

IV. Behavior Management Guide. Reflect upon your coursework and your classroom preservice observations and experiences. Summarize your philosophy of behavior management. Give a few examples of how this philosophy relates to the actual behavior management practices that you use in your classroom. PAGE LIMIT: 1 page.

V. Family-Teacher Communication. Provide families with an explanation of how you plan to communicate with them about classroom activities and their children’s classroom performance. Remember the first three “Es” (effectiveness, efficiency, and equity) as you develop this section (see **Handout A**). Think creatively while at the same time not promising more than you can reasonably deliver. PAGE LIMIT: 1 page.

VI. Emergency Information. Summarize key health and safety policies, rules and routines that children and adults will follow. Consider any resources (e.g., first aid kits) and staff or parent trainings (e.g., CPR) that families may want to know about. Provide information as to the steps that will be taken during an emergency, including the order in which medical personnel and family members will be contacted. Remind families of the importance of keeping their children's records (family and medical contacts, health status, illnesses, medications, etc.) up to date. PAGE LIMIT: 1 page.

VII. Family Resource Guide. Develop a listing of key community resources (e.g., educational, health, social services) that might be of interest to the families in your classroom. This will require some community investigative work. Provide basic contact information (e.g., telephone numbers, URLs, email addresses), as appropriate. Also provide a brief description (one to three sentences) of the mission and/or services provided by each resource in your listing. PAGE LIMIT: 1 page.

VIII. Family Survey. Include a copy of a family survey that you might use in planning for family involvement in your classroom. Consider the backgrounds of families in your classroom when developing the survey. As with other family involvement materials, make the survey is visually appealing. PAGE LIMIT: 1 page.

IX. Reflections: FOR CHFD/EDEC 5150 PURPOSES ONLY. Provide a brief reflection about your Family handbook.

- How did your philosophy of family involvement guide the development of your handbook?
- What were some of the biggest challenges you faced when developing your handbook?
- What insights and/or surprising facts did you find while working on your handbook?
- Are there certain sections that you will definitely use or not use when you develop a family handbook for your first classroom? Why?

PAGE LIMIT: 1 page.

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## Project #3

### Philosophy Box Reflections

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#### **Introduction**

The purpose of this project is to help you write your initial family involvement philosophy using an experiential (and hopefully fun) approach. As noted in class, your philosophy of family involvement will be influenced by your background, personal values, and your professional experiences. Hopefully, you will find this activity useful throughout your career as you continue to reflect upon and make changes in your family involvement philosophy.

#### **Developing the Box**

*Artifacts.* Collect no more than five artifacts that represent your family involvement philosophy. The artifacts should be tactile or symbolic objects that have special significance to you based upon your personal beliefs regarding family-teacher relationships, your past life experiences (perhaps as a child) involving family-teacher relationships, and/or your current experiences working with families. Examples of artifacts to place inside your philosophy box might include a picture you drew as a child (or that a child drew for you), certificates, mementos from school celebrations or events, an influential book, a letter or note from a former teacher, a paper you are proud of, a picture cut from a magazine, a picture of an object (or the actual object) that has special meaning to you as a teacher.

#### **The Container**

Use a sturdy box (e.g., shoe box; plastic container). Decorate your box with images from magazines, found objects, words or phrases that have special meaning to you, etc. The outside of your philosophy box should reflect how you want the families in your classroom to perceive you.

#### **Sharing**

You will share your philosophy box toward the end of the semester (see syllabus for due date).

#### **Tips**

- Keep your box in a convenient location, for easy access.
- When you place an artifact in your philosophy box, also write a short note on a 3x5 card or scrap of paper. Place the card or paper in the box. This will help you refresh your memory when sharing your artifact and family involvement philosophy in class.

- Do not worry about having thought through an artifact before placing it in your philosophy box. If you are drawn to an artifact, toss it in your philosophy box. You can think about why you were drawn to it later. Or, bring it to class. Your peers may be able to help you discover its meaning.
  - Be creative.
  - Have fun!
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Adapted from: University of New Hampshire, Education Department. *Education 706 / 805: Contemporary Educational Perspectives*. (author and date unknown).

## Project #4

### Family Involvement Program Assessment – Approximately 19 Pages

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This class project will provide partial documentation of your ability to assess and plan for family involvement activities that reflect the various family backgrounds, interests, and needs of families represented in your assigned classroom and school. You will use the *National Standards for Parent / Family Involvement Programs* (National PTA, 2004) to guide your assessment.

#### Formatting Your Report – 3 Pages

- *The cover page.* The cover of your report should be visually appealing. The title of your report should be succinct but explanatory. PAGE LENGTH: 1 page
- *Table of contents.* Include a detailed table of contents. PAGE Limit: 1 page
- *Preface.* Include a brief (e.g., one or two paragraphs) preface in which you explain the purpose of your report and how you hope it might facilitate family involvement program planning. PAGE Limit: 1 page
- *Visuals.* Use graphs, charts, tables, pictures, and other visuals to clarify and break up your narrative. NOTE: Visuals can be included as part of the page limits noted below.
- *Subsections.* Use dividers to clearly mark the subsections of your report.
- *Referenced material.* If you cite referenced material, you must include it in your narrative and include a complete “References” section at the end of your report.

#### Section 1: The Learning Context – 3 Pages

Summarize the learning context of the children in your classroom. The section should consist of three parts. Parts 1 and 2 can be a group product that is produced by all the students assigned to a particular school. Part 3 must be completed individually. Each student should include all three parts in their respective reports.

Part I: The Community. Summarize the community context within which children and their families live (e.g., safety, transportation, recreation, health, social services, parks, etc.). This information can be obtained from observing the neighborhood as your drive

through and talking with your supervising teacher. Community reports, census data, agency flyers, radio broadcasts, and community newspapers can also be helpful. Information may be presented using narrative, graphs, charts, etc. LENGTH: 1 page.

Part II: The School. Describe the context of the school in which you are working. Include information about major demographic variables, including racial and ethnic representations, as well as family socioeconomic backgrounds. Provide this data in aggregate; maintain individual anonymity. Also note any special characteristics or programs that are sponsored by your school. This information can be obtained from school observations and from talking with your supervising teacher. School reports may also be available. DO NOT conduct a survey or ask to see confidential files. You may incorporate information collected for your family handbook (section II) into this section of your report. Information may be presented using narrative, graphs, charts, etc. LENGTH: 1 page.

Part III: The Classroom. Describe the context of your classroom, including demographic variables like racial, ethnic, gender, and family socioeconomic backgrounds. Provide this data in aggregate; maintain individual anonymity. Include a description of special or gifted needs represented in your classroom. Again, maintain anonymity. This information can be obtained from your observations and from talking with your supervising teacher. DO NOT conduct a survey or ask to see confidential files. You may incorporate information collected for your family handbook (Project 2, sections II and III) into this section of your report. Information may be presented using narrative, graphs, charts, etc. LENGTH: 1 page.

## **Section 2: Assessment and Planning – 12 Pages**

Use the six checklists from the *National Standards for Parent / Family Involvement Programs* (National PTA, 2004) to guide your assessment. Briefly summarize the rationale behind your ratings for each standard. You do not need to address each item. Instead, present a summary that focuses on key assessment findings. Finally, present specific recommendations for each standard as to “action ideas” (see PTA document) and “projects” (see pages 38 – 43 of PTA document) that school staff might consider in maintaining or improving their family involvement program. Think creatively. Likewise, think realistically.

Place your materials in the following order.

- A copy of the checklist for each standard.
- A summary of the rationale behind your ratings for each standard.
- A summary of your recommendations for each standard.

LENGTH: 2 pages per 6 standards = 12 Pages

### **Section 3: Summary – 1 Page**

Conclude your report by summarizing the key strengths and challenges that resulted from your assessments across all six National PTA standards. Based upon this analysis, make suggestions as to which standards, action ideas, and projects should be given priority as school personnel consider how best to implement your recommendations.

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## Class Project #5

### Family Involvement Planning – 10 Pages

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The purpose of this project is to demonstrate your ability to plan for a series of family involvement activities, events and/or projects that reflect four objectives: (a) reflects your classroom unit; (b) respects and involves all families represented in your classroom; (c) links children's classroom and home learning environments, and (d) involves the community as an educational support.

Section 1. Select a Model. Identify a family involvement model to guide your development of family involvement activities in support of the thematic unit that you are developing in Dr. Atilas' class. Provide a brief explanation as to why you chose a particular model in relationship to the above four objectives. PAGE LIMIT: 1 page.

Section 2. Develop Activity / Event / Projects Plans. Develop three family involvement plans (1 page each) for the delivery of family involvement activities, events, and/or projects that you might offer during your thematic unit. Use **Handout A** to think through your selection of activities, events and/or projects. Use **Handout B** to describe each of your three family involvement plans. PAGE LIMIT: 1 page per activity event, and/or project. PAGE LIMIT: 3 pages.

Section 3. Graphic Representation of Model and Activities. Present a graphic representation (e.g., diagram, chart, etc.) of your family involvement plans that show how they reflect your chosen family involvement model. PAGE LIMIT: 1 page.

Section 4. Graphic Representation of Schedule. Present a graphic representation (e.g., calendar, diagram, chart, etc.) of the schedule you will follow to implement your three family involvement plans. PAGE LIMIT: 1 page.

Section 5. Provide a brief explanation of how your model meets the above four objectives. This can be done using a brief narrative, graphic representations (e.g. chart), or a combination of the two. PAGE LIMIT: 1 page

Section 6. Develop informative and visually appealing invitations to send out to families. Develop one invitation for each of your family involvement plans. PAGE LIMIT: 1 invitation per 3 plans = 3 pages

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## HANDOUT A

### Assessment Criteria for Family Involvement Planning

It is sometimes difficult to determine the potential success of family involvement activities, events, and projects. Use the following criteria to think through and assess your family involvement plans.

I. Effectiveness. How effective will the activity, event or project be in meeting the stated objective? For example, how effective will a given backpack activity be in supporting one or more learning objectives associated with a given thematic unit. How effective will a family resource center be in supporting family involvement in the school or at home? How effective will a series of educational workshops on “The Family Budget” be in empowering families and/or advancing their well-being? When considering these questions, remember that the effectiveness of any activity, event or project depends upon more than theoretical explanations or professional standards and practices. It also depends upon issues related to efficiency, equity, and evaluation.

II. Efficiency. How efficiently can the activity, event, or project be carried out? More specifically, what types of resources are needed to implement the activity or project (e.g., preparation time, time to implement, materials needed, personnel needed, legal considerations, and logistical concerns)? An inefficient activity, event or project can influence the effectiveness of an objective.

III. Equity. Is this activity structured in such a way as to be meaningful to the diversity of families found in your classroom? What revisions might be needed to make the activity more equitable?

IV. Extension. How might this activity or project be extended across children’s learning environments (i.e., classroom, home, and community)? What types of linkages, adaptations, and resources might be needed?

V. Evaluation. What evaluation strategies might be used to assess the effectiveness, efficiency, and equity of the objectives associated with this activity or project?

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## HANDOUT B

### Developing a Family Involvement Plan for an Activity, Event, or Project

Use the following format to summarize your activity, event and/or project plan. Your plan should be detailed enough so that a colleague who might need to fill in for you can follow it without difficulty.

Title. Give a short, descriptive title.

Theme. List the thematic unit upon which your activity, event or project is based.

Grade Level. List the appropriate grade level(s).

Objectives. What observable or measurable outcomes do you expect to result from this activity, event or project that will support children's development and education? Be specific. For example, when providing families with an activity calendar associated with a classroom unit on plants, what behaviors or other results do you expect to observe? What knowledge or behavioral changes do you hope to observe after offering a workshop on home safety? What attitudinal changes do you hope to observe following a school-sponsored project on recycling? Be sure your objectives are realistic (see **Handout A**).

Materials. List all the materials (including human, time, and financial resources) that are needed to conduct the activity, event or project. Include a copy of all standard notebook-sized materials that need to be duplicated. Provide short descriptions of all other materials in your plan, as needed.

Procedure. List the steps to be followed in carrying out the activity. Provide enough detail so that someone else can implement the activity plan in your absence.

Extension. Give one example of a follow-up activity you might offer to extend families' appreciation and / or understanding of your objectives?

Evaluation. Describe how you will evaluate the degree to which your activity, event or project met your stated objective(s). Will you use anecdotal notes, surveys, diaries, focus groups, a portfolio of resulting products, etc.?

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## Friday Folders

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Purpose: The purpose of Friday Folders is to provide you with practice in communicating with families about their children's development and education, as well as miscellaneous classroom, school and community issues, on a weekly basis.

Focus: The Friday Folder assignments are designed to help you focus on four themes.

- **Progress.** Use Friday Folders to report on each student's progress. Although anecdotal notes or letters are typically used, other devices may be used.
- **Product.** Include some type of product in the Friday Folder that anchors and helps to clarify your note, letter, etc. Examples of products that might achieve this objective include a handwriting sample, a drawing, an exam score, a photo of a child engaged in an activity, quotes from a child, etc.
- **Partnership.** Use Friday Folders to promote family / teacher partnerships by including items like parent / teacher conference letters, tip sheets, activity calendars, thank-you notes, creative awards, etc.
- **Promotion.** Use Friday Folders to promote classroom or school events and activities. This can be achieved by including classroom newsletters, school flyers, public health announcements, announcements regarding upcoming community festivals, etc.

Quality versus Quantity. As with all other family involvement materials, quality is often more important than quantity. Provide too much information and some families may not read all of it. Plan carefully. Be selective.

Visual Appeal. This is an individual decision. A visually appealing Friday Folder is more likely to be opened and read. Changing "the look" each season or during holidays also can help to keep the folders fresh and interesting.

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# **Class Readings**

# **Professional Standards**

# SUPPLEMENTAL HANDOUTS / NOTES

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## Developing a Family Backpack

Use the following outline to develop your family backpack. Remember your backpack activity should be visually attractive, interesting, educational, and easy to follow. The following guides should be used when developing your backpack. However, it is NOT HELPFUL to include the headings in your actual backpack. Instead, the instructions that you place in your backpack should be written in a CASUAL, FRIENDLY, and CONCISE manner that families from a range of backgrounds can understand and follow.

Title. Give your backpack activity a catchy title.

Introduction. Briefly provide families with an introduction to your activity, something like, “Dear Families: This week, we have been learning about (thematic topic). We have (give two or three examples of classroom activities). You can use this backpack to reinforce your child’s understanding of (thematic topic).”

Learning Objectives. Provide one or two learning objectives associated with the backpack that the families in your classroom will understand.

Materials. List the materials that are included in the backpack, along with any materials that the families themselves may need to provide. Remember, it is best if families are asked to provide only a few (if any) materials. Subsequently, think carefully about the time and material resources you will need to make multiple copies of your backpack. Also consider the logistical issues involved in checking in and out the backpacks to make sure they all are in good shape and are complete.

Procedure. List the steps that families should take in carrying out the activity. Successful backpacks are succinct, require little preparation work on the part of families, and have only a few steps.

Ending Statement. End with some type of empowering statement, like, “I hope you enjoyed working with your child on this activity. I would love to hear what you thought about the activity.” Be creative in helping families to appreciate their contribution to their child’s education.

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## Potential Speakers

- I. Family Empowerment – Homeless Coordinator  
- Anne Perryman, Homeless Coordinator, 548-3559
- II. Communicating with Families – Marriage and Family Therapist
- III. Family Customs and Values – Youth Leaders – Jewish and/or Muslim Religions
- IV. Curator – Georgia Museum of Art
- V. Staff Person – Family Connections
- VI. Staff Person – Department of Family and Children’s Services
- VII. School Nurse
- VIII. Migrant Education Speaker