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**SAMPLE
PAGES**

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The Parents as Educational Partners Curriculum is the 1996 recipient of both the Chicago and National Excellence in English Awards presented by The English Speaking Union. The English Speaking Union is a nonprofit educational organization whose mission is to be a recognized leader in increasing communication and understanding through the use of the English language.

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The illustrations by Georgia Kmetz were adapted in part from artwork by Paul Lee from the *Parenting Curriculum for Language Minority Parents*, 1988 Cross Cultural Resource Center, Sacramento, CA. Adapted with permission.

The CULTURAL COMPARISON ACTIVITIES were adapted in part from the *Limited English Proficient (LEP) Parent Involvement Project Modules*, 1991, Minnesota Department of Education. Adapted with permission.

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Adult Learning Resource Center, Arlington Heights, Illinois

PROJECT BACKGROUND

The *Parents as Educational Partners Curriculum* was developed and field-tested during a three-year family English literacy Title VII project funded by the U. S. Department of Education's Office of Bilingual Education and Minority Language Affairs. The Parents as Educational Partners (PEP) Project increased parent involvement and improved English language skills of language minority parents within school communities.

The PEP Project operated in four school districts in the Chicago metropolitan area: Aurora East Public Schools, District 131; Cicero Public Schools, District 99; Community Consolidated School District 21 in Wheeling; and Community Consolidated School District 54 in Schaumburg. The Aurora and Cicero sites served families from Latin American countries, while the Wheeling and Schaumburg school sites served families from many different countries including Poland, Mexico, Korea, Russia, India, and Japan. Although all four sites were located in the Chicago suburbs, Aurora and Cicero sites share the urban issues of gangs, drugs, low-income families, limited education households, restricted budgets, and shrinking resources.

COMPONENTS OF THE PEP PROJECT

The PEP Project was developed on the premise that *parent involvement is a process, not an event* (Davis, 1989). *Process* refers to the concept of building parent involvement through ongoing adult ESL education and interactive activities rather than through sporadically scheduled parent meetings or workshops. The PEP Project was designed to take language minority parents from the role of learners to the role of decision makers and advocates in their children's education through the following program components:

- ESL/Bilingual Classes for Parents (using the PEP Curriculum)
- Parent/Child Activities
- Parenting Workshops
- Inservices on Parent Involvement for District School Teachers

ESL/Bilingual Classes for Parents focused on the content-based PEP Curriculum. The curriculum's school-related content helped parents understand their children's school experiences, as well as the schools' expectations of parents' roles. Participation in the classes also increased parents' communication skills in English, leading to greater school involvement. Participatory teaching techniques provided parents the opportunity to bring relevant educational issues into the ESL classroom for clarification or resolution. In the PEP classroom parents were not told what to do; instead they gained relevant information and explored the impact of their decisions. The PEP classroom, then, became a vehicle for fostering parents' involvement in their children's education.

Children services provided children 4-12 years old with homework assistance, learning activities, and supervised playtime while their parents attended the parent ESL/bilingual classes. The children services contributed to a strong, comprehensive family education program.

Parent/Child Activities supported the parents' in their role as educational partners. Parent/child activities were developed and carried out within a family strengths model which recognizes that all families bring positive characteristics to joint learning situations. These activities encouraged families to build on their healthy family traits while being actively engaged in learning activities. Positive family interaction during the learning process was stressed and supported. Parents were prepared in advance to take an instructional role in the parent/child activities.

In addition to parent/child activities, family social nights were held to help build a community of parents. Decision-making and advocacy are accomplished more effectively through a community of parents than through individual efforts. Participation in social nights helped language minority parents feel less socially isolated from the other families in their children's schools.

Parenting workshops were designed to provide parents with additional support and information to strengthen their parental roles. The workshop topics were identified and prioritized by the parents and school personnel. Workshop topics included drugs, discipline, gangs, car/home safety, and family counseling.

Inservices on Parent Involvement for District School Teachers facilitated the involvement of language minority parents by bringing their children's teachers into the process. Teachers attended a three-part inservice on parent involvement, which introduced them to different types of parent involvement activities and provided them with technical assistance as they developed activities supporting the involvement of their students' families.

PEP Project activities were held twice a week for two hours per evening. There were approximately 40 evenings offered each year. The ESL/Bilingual classes were the most frequently held activities offered on a less frequent basis; the parent/child activities were held twice a month and two or three parenting workshops were delivered each year.

REACTIONS TO THE PEP PROJECT

The PEP Project was evaluated by an outside contractor, Fay F. Bowren, Ed. D., of Illinois State University. The Project was evaluated during each of its three years. As part of this evaluation, participating parents, children, and school district personnel were interviewed about their perceptions of the impact of the PEP Project. The responses were overwhelmingly enthusiastic and positive.

The parents' responses reflected the excitement of using what they had been learning in the classroom to help their children. Many also indicated that they had begun speaking more English at home, on their job, and with school personnel.

Many of the children of participating parents expressed that they no longer had to be language translators for their parents. In addition, many said they now received assistance from their parents on homework and that their parents were showing more concern about what was happening in school. All the children felt happy that their families had participated in PEP and were proud of their parents' accomplishments.

School administrators reported a remarkable increase in the participation of PEP parents in school activities. Many parents became more willing to call the school office or come into the school for conferences. Some parents offered to serve as parent volunteers in classroom and school-wide activities. In addition, some administrators reported that PEP parents had become an important voice in district bilingual parent advisory councils and school parent organizations.

Many of the children's teachers felt there was a connection between parent involvement in the PEP Project and positive changes they saw in the children of PEP parents. For example, teachers reported that parents appeared more comfortable about dropping in to talk or calling about assignments.

CONCLUSION

Language and cultural differences, combined with school-home communication problems, can distance language minority parents from their children's schools. The PEP Project provided the support such parents need to feel comfortable participating in school activities and their children's educational experiences. For these parents, the PEP Project was successful in bringing about change within their families and school communities.

For more information about the PEP Project model and related training, contact Laura Bercovitz at the Adult Learning Resource Center, 2626 S. Clearbrook Drive, Arlington Heights, Illinois or call (224) 366-8500.

OVERVIEW

I. INTRODUCTION

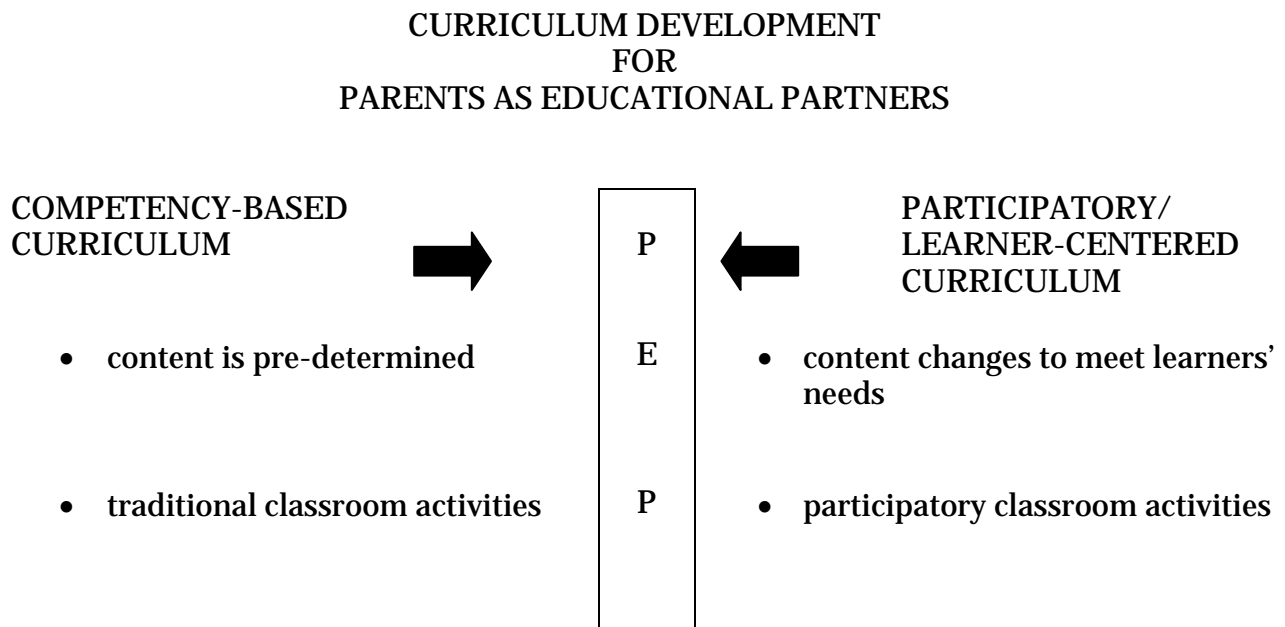
A curriculum is defined in the *Mainstream English Language Project (MELT) Resource Package* as:

“a defined outline for an instructional program. Minimally it prescribes *what* is to be taught. It can also include suggestions for *how, when, and what materials.*”

The Parents as Educational Partners (PEP) curriculum defines *what* is to be taught in the PEP classroom. The curriculum also contains suggestions for *how* to teach the content and *when* to teach it. Furthermore, the curriculum contains classroom-ready *materials* that can be used to teach content, as well as suggestions for a wide variety of supplemental *materials* to enhance instruction.

However, the PEP Project philosophy is that it is ultimately the responsibility of individual classroom teachers to determine the precise *how, when, and what materials* for their classes. It is essential to hire experienced instructors who are adept at taking the prescribed content and suggested materials of each instructional unit and developing lessons which are responsive to the needs, ability levels, cultural backgrounds, and learning styles of the adult learners in their classes.

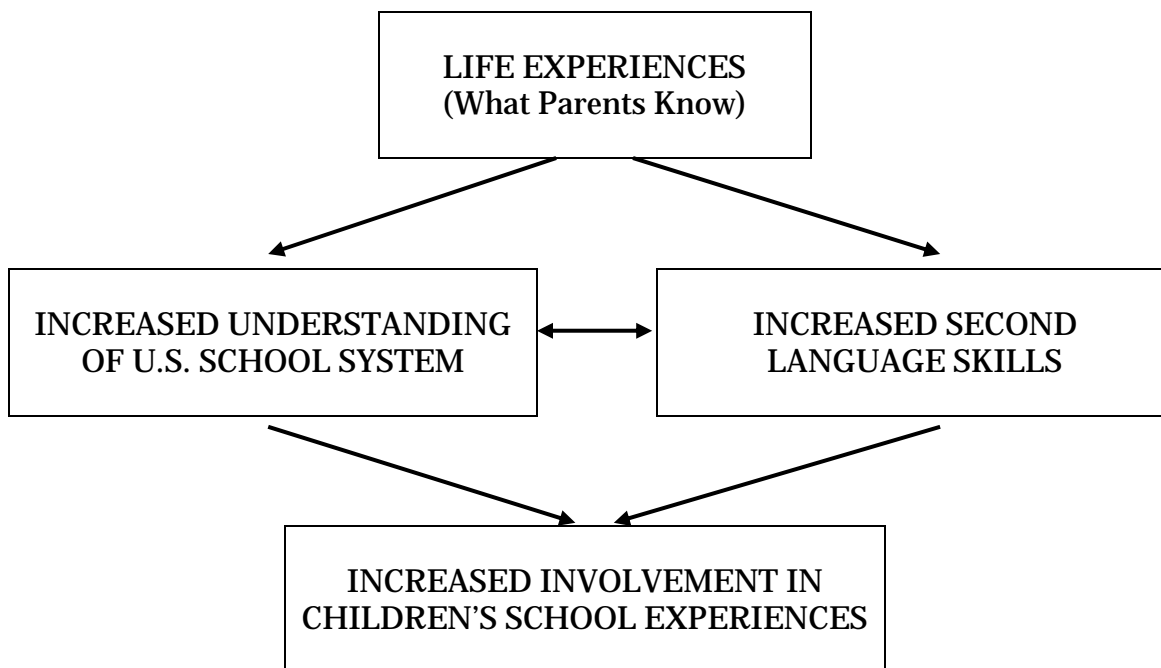
The PEP Curriculum incorporates elements of both competency-based and participatory (learner-centered) curricula, as illustrated in the following diagram.



A competency-based curriculum has as its goal the mastery of pre-determined outcomes, or competencies. The PEP Curriculum is based on instructional competencies that have been developed from needs assessments of language minority parents and school district staff. PEP instructors receive training in traditional English as a second language (ESL) instructional techniques (such as teaching reading passages and using dialogues) to help their students master the prescribed competencies.

The PEP Curriculum, however, also incorporates elements of participatory curriculum development. The goal of a participatory curriculum is to engage students in shaping their own learning so that they will develop critical thinking skills and be able to take active roles in determining their own reality. To this end, PEP instructors are encouraged to be flexible in terms of the content of their classes. They receive training in learner-centered techniques (such as the language experience approach and the problem-posing approach) to help them tailor the content of their classes to their students' lives.

It is essential for PEP instructors to realize that the adult learners in their classes have a full range of life experiences on which to draw. The following diagram illustrates that the rich life experience of the parents is the starting point for all instruction. Increased understanding of the U.S. school system and increased English proficiency contribute to the ultimate goal of the PEP Project: increased involvement of language minority parents in their children's school experiences. The PEP Project has been highly successful in increasing parental involvement (see *PEP Project Evaluation, Years One, Two, and Three* by Fay F. Bowren, Ed.D., available from the Adult Learning Resource Center).



II. INSTRUCTIONAL UNITS

The PEP Curriculum consists of seven instructional units. Each unit and the instructional competencies for parents are listed below.

Unit 1 THE UNITED STATES SCHOOL SYSTEM

- Identify the general organization of the United States school system (i.e., the concepts of grades and how they are organized within schools).
- Identify the organization of grades and schools within their school district.
- Identify the approximate ages of children who attend the schools within their district.
- Identify the starting and ending dates of the school vacations and holidays.
- Describe the similarities and differences between the United States school system and the school systems of their native country.

Unit 2 SCHOOL PERSONNEL AND THE SCHOOL DAY

- Identify the job titles and responsibilities of the personnel in their children's school.
- Name the subjects their children study in school.
- Describe their children's weekly school schedules.
- Identify the physical layout of their children's school (i.e., the location of offices and classrooms).

Unit 3 SCHOOL PROCEDURES

- Identify common school procedures for reporting their children's absences, getting make-up work, signing permission forms for field trips, and so on.
- Notify the school (using the telephone and/or school's telephone answering machine) about their children's absences from school.
- Respond appropriately to a telephone call from their children's school regarding illness or injury of their children.
- Identify culturally appropriate and inappropriate reasons for their children's missing school in the United States.
- Write early dismissal notes to their children's teachers to take their children out of school for appointments or other appropriate reasons.
- Fill out an emergency form.
- Fill out a field trip permission form.

Unit 4 PARENT-TEACHER CONFERENCES

- Prepare for, participate in, and follow up on parent-teacher conferences.
- Request a conference (through a written note or telephone call) with their children's teachers to discuss any problems their children are having.
- Respond to a teacher's request (through a written note or telephone call) for a conference.
- Resolve minor problems through a telephone conference with their children's teachers.

Unit 5 REPORT CARDS AND CURRICULUM

- Read their children's report cards-including subjects, grades received, and teacher's comments.
- Contact their children's teachers (by telephone or written note) when necessary to discuss their children's progress.

Unit 6 STUDY SKILLS AND HOMEWORK

- Help their children become successful students by providing their children with a study area, school supplies, and a regularly scheduled time for homework.
- Hold daily discussions with their children about what happened in school that day.
- Look over their children's homework assignments each night.
- Provide positive feedback when their children do well on classroom work, homework, and tests.
- Apply appropriate consequences/discipline as necessary.
- Contact their children's teacher (by telephone or note) for a conference to discuss problems with school work.
- Respond to a teacher's request (through a written note or telephone call) for a conference to discuss problems with school work.
- Request make-up work for their children when their children are absent from school for two or more days.

Unit 7 SCHOOL HEALTH PROCEDURES

- Read physical examination forms that record their children's medical history (including immunizations).
- Telephone a doctor's office or clinic to schedule an appointment for a physical (or dental) examination or immunization.
- Identify the types of health screenings given by their children's schools.
- Identify medical conditions that should keep children home from school.
- State the school policy regarding medicine in school.
- Write a note to the school when their children need to take medicine in school.

Each instructional unit contains materials appropriate for a wide range of English proficiency levels. Teachers choose among the various components of each instructional unit to design lessons appropriate for their classes. That is, the components of the units can be viewed as a menu from which instructors select items to plan lessons.

The unit components are not linear. It is not expected that teachers will begin with the first component, go on to the second, then the third, and so on. Rather than using the components in a sequential order, teachers will use the components in any order that expedites their lesson planning.

Each unit contains all or some of the components that follow.

- **Teacher Notes**

 - Unit Competencies

 - List of Possible Authentic Materials from Individual School Districts

 - List of Pages from Supplemental Texts

 - Additional Teacher Notes

- **Pictures**

 - Pictures for Vocabulary Development

 - Pictures for Language Experience

 - Pictures for Group Composition

- **Reading Passage**

 - Pre-Reading Activity

 - Reading Passage

 - Vocabulary Activities

 - Comprehension Checks

- **Extension Activities**

 - Dialogue Practice

 - Role Plays

 - Writing Practice

 - Other Activities (e.g., Games and Puzzles)

- **Cultural Comparison Activities**

- **Problem-Posing Activities**

- **Home Activities**

III. SUGGESTED TIME FRAME

During the three-year field test, PEP classes met twice a week; each class was two hours long. Individual instructors decided exactly how many classes to spend on each of the seven instructional units, based on the needs of their classes. It was not expected that every PEP class would cover all of the material included in each instructional unit.

Some instructors desired guidance in determining the sequence of instructional units and the time frame for each unit. As a general rule, then, it was suggested that the units be taught in the order they appear in the curriculum. It was also suggested that four weeks (four weeks = 16 hours of instruction) be spent on each unit. *However, it should be the responsibility of individual instructors to decide exactly how long to spend on each unit based on the needs of their classes.*

IV. ROLE OF PEP INSTRUCTORS

PEP instructors play a unique role. It is their responsibility to listen closely to their adult learners and to school district personnel to determine the school-related needs of both the parents in their classes and the school districts in which they teach. PEP instructors must be open to planning lessons which meet these needs – even in cases where the content is not overtly covered in the curriculum units or in cases where the content is from a unit they had planned to teach at a later date. That is, PEP instructors must be flexible in terms of adjusting the curriculum to meet the needs of their classes.

PEP instructors are also responsible for customizing the curriculum to fit the school districts in which they teach. The reading passages in each instructional unit contain information of a general nature. PEP instructors should consult the handbooks from their school districts in order to provide students with district-specific information where applicable. In addition, PEP instructors are responsible for incorporating authentic materials (such as report cards or field trip permission forms) from their individual districts into their lesson plans.

Lastly, PEP instructors are responsible for selecting components from the curriculum units and for utilizing teaching techniques which are appropriate for the parents in their classes. The curriculum components and teaching techniques they incorporate into their lesson plans should be responsive to the particular needs, ability levels, learning styles, and cultural backgrounds of their adult learners.

V. SUGGESTED TEACHING TECHNIQUES

PEP instructors receive training in a variety of ESL teaching techniques. These techniques include both traditional ESL teaching techniques (such as teaching dialogues and reading passages) and more participatory ESL approaches (such as language experience and problem-posing) which accommodate a range of language levels. Instructors choose among these and other appropriate techniques to design lessons that meet the language levels, learning styles, and needs of the adult learners in their classes.

The techniques in which PEP instructors receive training are:

- Using Pictures for Vocabulary Development
- The Language Experience Approach (LEA)
- Teaching the Reading Passages
- Teaching Dialogues
- The Problem-Posing Approach
- Ongoing Classroom Activities for PEP Classes
- Content-Based Grammar Lessons

Each of these techniques is explained in the next section.

VI. ASSESSMENT

The PEP Project uses a multi-faceted assessment system to document the progress of adult learners in the classroom. The following are the three facets of assessment for which PEP instructors are responsible:

- Oral and Literacy Assessment (pre/post)
- Competency Checklists for Each Instructional Unit (ongoing)
- Learner Portfolios (ongoing)

These are explained in the section beginning on page 37.

INSTRUCTIONAL UNIT 3
SCHOOL PROCEDURES

UNIT COMPONENTS

Teacher Notes for Unit 3

Pictures

Pictures for Vocabulary Development
Pictures for Language Experience
Pictures for Group Composition

Reading Passage

Pre-reading Activity
Reading Passage
Vocabulary Activity
Comprehension Check

Extension Activities

Dialogue Practice 1
Dialogue Practice 2
Dialogue Practice 3
Dialogue Practice 4

Role Play Activity

Writing Activity

Cultural Comparison Activity 1
Cultural Comparison Activity 2

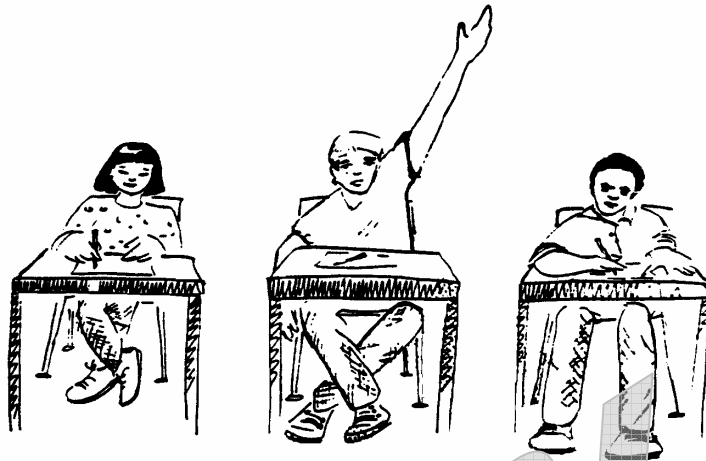
Problem-Posing Activity 1
Problem-Posing Activity 2
Problem-Posing Activity 3

Home Activities

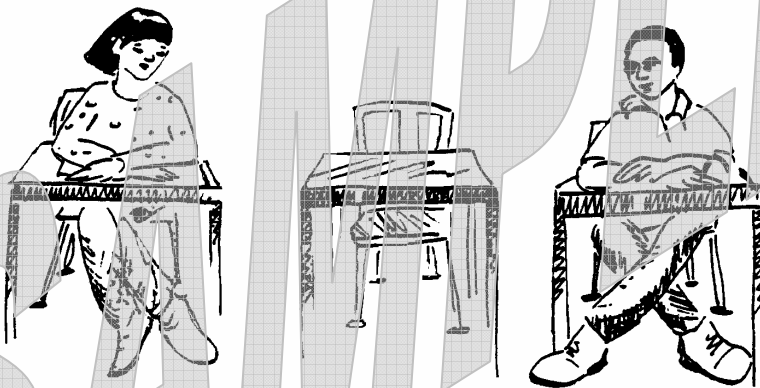
Home Activity 1
Home Activity 2
Home Activity 3

SCHOOL PROCEDURES: PICTURES FOR VOCABULARY DEVELOPMENT

present



absent



tardy/late



SCHOOL PROCEDURES: READING PASSAGE

The school has to know where students are each day. Procedures help the school know where students are. Every school has procedures for students and parents to follow. Here are some important school procedures.

Late For School: Children should not be late for school. They should come to school on time. If children are late, the teacher will mark them late or tardy. Parents should call the school in the morning if their children are going to be late.

Absent From School: When children are sick, they should stay home. When children can't come to school, parents should call the school in the early morning before school starts. Some schools have a telephone answering machine. Parents can leave a message on the school's answering machine.

When parents call the school, they should say:

1. their child's name;
2. their child's grade and teacher, and
3. why their child is going to be absent.

Sick children should stay home until they are well. Some schools require a note from the doctor if children are absent for more than one week.

Sometimes parents take their children out of school during the day. They may have to take their children to the doctor or the dentist during the school day. If parents want to take their children out of school, they need to write a note to the teacher. Parents must write this note before they take their children out of school. Parents must come to the school office to sign a paper and pick up their children

Make-Up Work: Children who are absent from school must do the school work and homework they miss. If a child is absent from school for more than 2 days, most schools want the parent to call the school to get the make-up work. Parents can then come to the school to pick up the make-up work. Sometimes another student (a brother, sister, or friend) will bring the make-up work to the sick child's home.

Health Emergencies: Parents should give the school the telephone number where they are during the day. They should also give the name and telephone number of another adult, such as a relative or friend. Parents usually write this information on an emergency card in the school office. If parents move to a new house or apartment, they should write the new address and phone number on the emergency card.

SCHOOL PROCEDURES: READING PASSAGE (CONT.)

If a child gets sick or hurt at school, the school nurse will call the parents or the other adult on the emergency card. Then the parents, relative, or friend should come to the school and take the sick child home.

Field Trips: Sometimes students go on field trips to museums, zoos, and other places. Parents must sign a permission form before the child goes on a field trip.

Visiting the School: Parents are welcome to visit their children's school. When parents visit the school, they must first go to the school office for a visitor's pass. Parents can visit their children's classroom, but they cannot talk to the teacher during the class. If parents want to talk to the teacher, they must make an appointment in advance.

Vacations: Parents should not take their children on vacations during school time. Parents should take their family vacations during school vacations. If parents must take vacations during school time, they should talk to their children's teacher in advance.

School Closings: Sometimes schools close when the weather is very bad. For example, if there is a lot of snow outside or if there is a tornado, the school may close. Parents can listen to the radio or watch the TV news in the morning to see if their children's school is closed.

SCHOOL PROCEDURES: PICTURES FOR GROUP COMPOSITION

Directions: Work in groups of three or four. Write a story about the people in the pictures below. Write one or more sentences for each picture. Then share your story with the class.

1.



2.



3.



SCHOOL PROCEDURES: DIALOGUE PRACTICE 3

Directions: Listen to the dialogue. Then practice the dialogue with your teacher and your classmates.

The next day, María López is still sick. Her mother calls the school before school starts.

DAY 2: Secretary: Good Morning, Lincoln School.

Parent: Hello, this id Mrs. López

Secretary: Yes?

Parent: My daughter is still sick. She has a fever. She can't come to school today.

Secretary: What's her name?

Parent: Mária López

Secretary: Whose class is she in?

Parent: Her teacher is Mrs. Smith. She's in the fourth grade.

Secretary: OK

Parent: How can I get Mária's homework?

Secretary: I will tell her teacher. Then you can come to school after 3:00 to pick up the homework.

Parent: OK. I will come around 3:30. Is that OK?

Secretary: That's fine. Goodbye.

Parent: Goodbye.

SCHOOL PROCEDURES: ROLE PLAY ACTIVITY

Directions: Here are four situations. Discuss each situation with your classmates. With a partner, choose one of the situations and plan a dialogue about it. Then present your dialogue to the class. (Optional: Write your dialogue)

<p>1.a. You are the school nurse.</p> <p>Call Mrs. Garcia and tell her that her son has a fever. Ask her if she can come to school and take him home.</p>	<p>1.b. You are Mrs. Garcia.</p> <p>The school nurse will call to tell you that your son Ramon has a fever. Tell the nurse that your friend will bring you to school in an hour.</p>
<p>2.a. You are Mrs. Wong.</p> <p>The school nurse will call you and tell you that Yu Li has been hurt on the playground. Ask what is wrong and decide what to do.</p>	<p>2.b. You are the school nurse.</p> <p>Yu Li Wong fell and has a big bump on her head. You put ice on it, but the child is upset. Call Mrs. Wong and ask what to do.</p>
<p>3.a. You are the school secretary.</p> <p>Pramod Shah fell in the gym and broke his arm. Call his father at work and tell him that the school is taking Pramod to the hospital.</p>	<p>3.b. You are Mr. Shah.</p> <p>When the school secretary calls you to tell you about your son's accident, ask if he is all right. Then tell them you will go to the hospital.</p>
<p>4.a. You are Mrs. Polanski.</p> <p>Your daughter Anna was sick yesterday and the doctor says she must stay in bed all week. Call the school and tell the secretary that Anna cannot come to school this week. Ask for make-up work for her.</p>	<p>You are the school secretary.</p> <p>Mrs. Polanski will call you to tell you that Anna will not be in school this week. Tell Mrs. Polanski that you will ask Anna's teacher for her make-up work and that Mrs. Polanski can come to school this afternoon at 3:30 to pick it up.</p>

SCHOOL PROCEDURES: WRITING ACTIVITY

Directions: Mrs. Garcia's son has a dental appointment today at 2:00. She writes a note to her son's teacher. Her son will give this note to his teacher this morning. Read this note.

February 21, 2010

Dear Mrs. Larsen,

José has a dental appointment today. I will pick him up at 1:30.

Thank you,

Mrs. Garcia

Now write a note to your child's teacher. Your child has a doctor's appointment tomorrow at 3:00.

Dear _____ ,

SCHOOL PROCEDURES: CULTURAL COMPARISON ACTIVITY 1

Directions: Think about school procedures in your native country and in the United States. Discuss the differences with your classmates. (Optional: Write the information in the chart.)

		IN _____ (native country)	IN THE U.S.
1.	What do parents do when a child is sick and can't go to school?		
2.	What happens when a child gets sick in school?		
3.	Do children go on field trips? Where? Do parents sign permission forms for field trips?		
4.	Do parents visit their children's schools? When? Why?		
5.	Do schools ever close because of bad weather?		

SCHOOL PROCEDURES: CULTURAL COMPARISON ACTIVITY 2

Directions: Here are six reasons your children might be absent from school. Discuss each reason with your classmates. Is it an appropriate (good) reason or an inappropriate (bad) reason to be absent from school in the United States? Circle A (APPROPRIATE) or I (INAPPROPRIATE).

- | | | |
|---|----------|----------|
| 1. Your child has a cough, but no fever. | A | I |
| 2. Your child has a stomachache and a fever. | A | I |
| 3. Your child's grandfather dies. | A | I |
| 4. Your child tells you she is sick and wants to stay home. | A | I |
| 5. You want to go to your native country for four weeks to visit your family. | A | I |
| 6. You have a doctor's appointment at 2:00 P.M. today. You want your child to come with you to the clinic to translate because you don't speak English very well. | A | I |

What are three other appropriate reasons your child might be absent from school in the United States? Decide with your classmates. (Optional: Write them on the lines.)

1. _____
2. _____
3. _____

What are three other inappropriate reasons your child might be absent from school in the United States? Decide with your classmates. (Optional: Write them on the line.)

1. _____
2. _____
3. _____

SCHOOL PROCEDURES: PROBLEM-POSING ACTIVITY 1

Code: Drawing (next page)

Questions for problem-posing discussion

1. DESCRIBE THE CONTENT

- What do you see in the picture? That is,

Who is the woman? Who is the child?

Where are they?

What time is it?

What are they doing?

What is wrong with the boy?

2. DEFINE THE PROBLEM

- What is the woman thinking?
- How does she feel? Happy? Sad? Worried? Who does she feel that way?
- How does the child feel?

3. PERSONALIZE THE PROBLEM

- Have you ever had a problem like this? How did you feel? What did you do?
- When/why do you keep a child home from school?

4. DISCUSS THE PROBLEM WITHIN A SOCIO-ECONOMIC CONTEXT

- Why does this woman have a problem?
- Why is there little daycare in the United States?
- In your native country, would this be a problem? How would you deal with this kind of situation in your native country?

5. DISCUSS/EXPLORE ALTERNATIVES AND CONSEQUENCES

- What can this woman do? What will happen if she does this?
- What would YOU do about this? What would happen if you did this?

SCHOOL PROCEDURES: PROBLEM-POSING ACTIVITY 1 (CONT.)



SCHOOL PROCEDURES: HOME ACTIVITY 3

Directions: At home with your child or children, talk about make-up work. Do your children have friends who can bring home make-up work if you cannot go to the school? The friends should live close to your home. Write the information for each of your children in the chart below. You can use this chart when you call the school about your child's make-up work.

Child's Name	Friend's Name	Friends Telephone Number and Address	Friend's Grade and Teacher