

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
TEACHING, LEARNING, AND LEADING WITH SCHOOLS AND COMMUNITIES (TLLSC)
ECSE Sequence 5**

Syllabus

**CIEP M43: Inclusive Instructional Methods for Preschoolers
FALL 2019**

Instructor: Adam S. Kennedy, Ph.D.
Phone: 312/915-6857
e-mail: akenne5@luc.edu

Time: Tues 4:15 – 6:45 PM
Classroom: CUN 218
Office hours: LT1118 by appointment

Course Description

This course includes learning experiences designed to support candidates as they proceed through the three preschool-focused Sequence 5 modules in the Early Childhood Special Education (ECSE) program. Through teaching experiences in those modules, candidates develop their skills in developmentally appropriate adult-child interaction, preschool curriculum and pedagogy, and the literacy development, needs, and instruction of diverse preschoolers (emergent bilingual children in particular). Candidates deepen their professional knowledge, skills, and dispositions through supervised teaching in preschool classrooms,

These Sequence 5 experiences and CIEP M43 are linked through shared assignments and themes. CIEP M43 focuses on the role of ECSE professionals in preschool programs, including the role of ECSE teachers in supporting tiered models in general education. ECSE also play a major role in the development, implementation, and evaluation of individualized education plans. In addition, these personnel are called upon to provide services that are interdisciplinary, multicultural, family-centered, inclusive, and developmentally appropriate, and that prove effective regardless of family circumstances. In order to be effective, ECSE teachers must demonstrate both knowledge and skill in curricular adaptations and instructional strategies that address the needs of young children. Students will gain experience in developing strategies for meeting the educational and developmental needs of preschoolers who experience circumstances and conditions that potentially interfere with optimal growth and development. Some of the key areas of competency in CIEP M43 include: the special education process from referral through service delivery and program evaluation, multi-tiered systems of support (MTSS), the IDEA disability categories and their implications for educators, adapting curriculum for children with special needs using a Universal Design for Learning (UDL) framework, assistive and instructional technology use and misuse, planning inclusive environments, and assessment/progress monitoring in blended and self-contained settings.

Course objectives

1. Candidates will identify essential knowledge and skills, including best practices (as identified by NAEYC, DEC's Recommended Practices, and other professional organizations) for working with preschoolers with special needs in inclusive environments.
2. Candidates will demonstrate an understanding of early childhood development (typical and atypical) as well as learning theory and the implications of disabilities and other special needs, and provides developmental and learning opportunities that promote preschoolers' development in all domains.

3. Candidates will state a philosophy of meaningful inclusion in early childhood education.
4. Candidates will identify strategies for enabling and empowering caregivers and families of diverse young children with special needs.
5. Candidates will identify the roles of general and special education teachers, paraprofessionals, and families in developing IEPs, generating curriculum goals, and intervening, as well as in blended and tiered classroom practices.
6. Candidates will assess preschool environments for the presence of high-quality inclusive practices and generate ideas for preparing these educational environments to meet the needs of young children with a variety of special needs, including the preparation of general education students, the learning environment, making curricular adaptations, and designing individualized learning objectives.
7. Candidates will generate Tier 2 and Tier 3 intervention plans, and IEP-based intervention plans for a given young child with special needs, including specific intervention/learning goals/objectives and an assessment plan for determining the impact on specific areas of learning.
8. Candidates will demonstrate an understanding of the types and uses of instructional and assistive technology in ECSE to address the learning needs of diverse children, including those with exceptionalities.
9. Candidates will expand upon their knowledge and experience in play-based assessment and complete a TPBA with a preschool-aged child, demonstrating effective family engagement and assessment strategies, developmentally appropriate authentic assessment skills, and responsible use of assessment data to determine and share developmental strengths and areas of need.

Standards

Illinois Professional Teaching Standards, ECE and ECSE Standards with which this course is aligned:

Curriculum and Content Knowledge

STANDARD 1 – Curriculum

The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children's competence across all developmental areas and content areas. [26.110] (ECE)

STANDARD 1 - Content Knowledge

The competent early childhood special education (ECSE) teacher understands the central concepts, tools of inquiry, and structures of developmental, functional, and learning curriculum areas appropriate to young children, and creates and provides integrated experiences that develop each child's competence across curriculum areas. [28.240(a)] (ECSE)

STANDARD 2 – Curriculum: English Language Arts

The competent early childhood teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes the abilities of children from birth through grade three as they apply language and thinking skills to many different genres, concepts, and situations. [26.120] (ECE)

STANDARD 6 – Curriculum: Physical Development and Health

The competent early childhood teacher understands the comprehensive nature of the physical, emotional, and social well-being of children from birth through grade three; understands the role of human movement and physical activity as elements central to active, healthy life styles; and promotes the abilities of children from

birth through grade three as they develop and practice skills that contribute to good health and enhance quality of life. [26.160]

Human development and learning

STANDARD 8: The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three. [26.180] (ECE)

STANDARD 2: The competent ECSE teacher understands how individuals grow, develop, and learn, as well as the implications of disabilities and other special needs and circumstances for development, and provides developmental and learning opportunities that ameliorate or remediate the effects of these conditions on the intellectual, social, emotional, and physical development of young children with disabilities from birth through grade three. [28.240(b)] (ECSE)

Diversity

STANDARD 9: The competent early childhood teacher understands how children and families differ in their perspectives and approaches to learning and creates opportunities for growth and learning that are developmentally and culturally appropriate and are adapted for children from birth through grade three. [26.190] (ECE)

STANDARD 3: The competent ECSE teacher understands how children and families differ in their perspectives and approaches to development, learning, and disability and provides curriculum and instructional environments within the context of family, classroom, and community that honor the families' and communities' beliefs, values, and practices. [28.240(c)] (ECSE)

Planning for Instruction

STANDARD 10: The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities, and of content areas and curriculum goals. [26.200] (ECE)

STANDARD 4: The competent ECSE teacher understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the contexts of group and individualized instruction in a variety of classrooms, communities, and home environments and develops individual long-term and short-term educational and service plans based on knowledge of children, families, communities, content areas, and early childhood curriculum goals, as well as knowledge of individual children's abilities and needs and families' goals, priorities, and concerns for their child. [28.240(d)] (ECSE)

Learning Environment

STANDARD 11: The competent early childhood teacher uses an understanding of individual and group motivation and behavior as well as of children's developmental levels and needs to create a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. [26.210] (ECE)

STANDARD 5: The competent ECSE teacher uses an understanding of young children's social and emotional development to create group and individual environments and learning opportunities based on and supportive of positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. [28.240(e)] (ECSE)

Instructional Delivery

STANDARD 12: The competent early childhood teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. [26.220] (ECE)

STANDARD 6: The competent ECSE teacher employs a variety of group and individual instructional opportunities and strategies, both planned and spontaneous, which encourage children's development and learning across developmental domains and content areas, are appropriate to those areas and to each child's individual abilities and learning needs with respect to those areas, are matched to

individually appropriate outcomes and goals, and are deliverable in a variety of individual and group learning environments, including inclusive classrooms, community, and homes. [28.240(f)] (ECSE)

Communication

STANDARD 13: The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. [26.230] (ECE)

STANDARD 7: The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home. [28.240(g)] (ECSE)

Assessment

STANDARD 14: The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children. [26.240]

STANDARD 8: The competent ECSE teacher uses an array of formal and informal assessment sources and approaches to gather information needed for making decisions about individual and group developmental and learning curriculum goals and instructional approaches that are appropriate and responsive to young children and their families. [28.240(h)]

Collaboration and professional reflection

STANDARD 15 – Collaborative Relationships

The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and representatives of community service agencies in order to support children's learning and well-being. [26.250]

STANDARD 9 - Collaborative Relationships

The competent ECSE teacher develops and maintains productive, collaborative relationships with families, communities, and professionals across the range of services and service systems needed to meet the developmental, learning, and service goals and priorities of young children with disabilities and their families. [28.240(i)]

STANDARD 16 – Reflection and Professional Growth

The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [26.260]

STANDARD 10 - Reflection and Professional Growth

The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.240(j)]

Dispositions

CIEP M43 both requires and directly instructs the following dispositions, which will be measured at the end of the Sequence:

D3: Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity).

D6: Collecting and analyzing community, school, family, and student data to guide educational decision making

D7: Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments

D11: Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Objectives for course evaluation

This course is designed to address the following objectives, upon which instructor evaluation will be based:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

CIEP M43 Texts

Deiner, P. (2013). *Inclusive early childhood education: Development, resources, and practice*. Belmont CA: Wadsworth/Cengage. This text is available to SEED scholars on Kindles.

Grisham-Brown, J., Hemmeter, M., & Pretti-Frontczak, K. (2017). *Blended practices for teaching young children in inclusive settings (2nd edition)*. Baltimore, MD: Paul H Brookes. These readings will be provided via Sakai.

McClellan, M., Wolery, M., & Bailey, D. (2004). *Assessing infants and preschoolers with special needs (3rd edition)*. Upper Saddle River, NJ: Pearson/Merrill Prentice-Hall. These readings will be posted in Sakai.

Berk, L. E. (2015). *Infants and children: Prenatal through middle childhood (8th edition)* Boston: Pearson/Allyn & Bacon. You should already have this text from Sequence 4.

Additional readings will also be assigned. All readings will be posted in the 'Resources' section of Sakai.

Conceptual Framework

“*Social Action through Education*” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. A desire to help others is an admirable first step, but collaborating cross-culturally to make a lasting impact beyond the level of the individual involves a more specialized set of competencies, some of which will be emphasized in this course. Improving the quality and effectiveness of inclusive early childhood teaching is a focus of this module. The following Conceptual Framework Standards are specifically addressed in CIEP M43, with primary standards addressed in the module shaded:

CF Standards	Activities in TLSC 360
CFS1: Candidates critically evaluate current bodies of knowledge in their field.	- Quality Inclusive Practices Assessment
CFS2: Candidates apply culturally responsive practices that engage diverse communities.	- Individualized Intervention Assignment

CFS3: Candidates demonstrate knowledge of ethics and social justice.	
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.	- Fieldwork opportunities in partner schools

Diversity, unique learning needs, and disability

This course calls on candidates to meet the needs of diverse learners, and make diversity the substance of the content that they will teach. The work that they develop and implement with the instructor and classroom teacher will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, this module offers an opportunity to apply the candidates' understanding of diversity on multiple levels.

Assignments

1. Quality Inclusive Practices Checklist

Candidates will complete an assessment of their preschool classroom using an instrument that includes observable dimensions of inclusive practices for diverse young children. The instrument is structured around the principles of UDL and you should consider all types of unique learning needs in your assessment – this includes children learning a second and children with special needs/disabilities. Based upon the observations in this checklist, candidates will write a summary and develop an action plan including steps that can be addressed both within Sequence 5 and over the long term.

2. Family and Community Engagement: Misericordia play groups

Each candidate will plan/facilitate the four Saturday play groups at Misericordia this fall. Activities will be developed for these visits and submitted for feedback prior to implementation. Candidates will plan five activities per month in pairs and rotate rooms or stations over the semester. Note that beginning in spring 2018 juniors will begin mentoring the new sophomore candidates entering Sequence 4.

3. Preschool intervention profile 1 and 2

Candidates will identify two interventions – these can be academic/pre-academic, or social/behavioral. For the first IP, you will choose from a shared list of interventions. For IP2, candidates must find articles in peer-reviewed publications such as *Young Exceptional Children*, one of the NAEYC journals, or another source, and the intervention must focus on the same family of skills that the candidate's IIA will address. These articles should ideally include information about both the design and the implementation of these interventions. They can focus on either children with special needs or on specific skills that are relevant to a larger population, but the focus of the articles must be on preschool. These assignments assist candidates in identifying and building strategies and interventions that can be used in the Sequence 5 classrooms. All intervention articles must be submitted to your instructor for approval. You will write a summary and profile of each intervention and present the first IP in class.

4. Individualized Intervention Assignment (Core ECSE Program Assessment)

Core program assessments must be passed in order to proceed to the next sequence. This project is designed to prepare candidates to use evidenced-based practices in assessment and intervention to identify, address, and analyze an individualized intervention for a child in their Sequence 5

classrooms. It involves aspects of multi-tiered systems of support (MTSS or RTI), individualized instruction, behavioral assessment, and of assessment tool development, as well as introducing the concept of intervention fidelity. This project is the most direct preparation ECSE candidates receive (prior to internship) in planning and implementing edTPA; as a result, the framework and language of edTPA are used in this assignment. Candidates will work to identify a child who would benefit from Tier 2 or Tier 3 interventions; they will then develop an academic or social-emotional intervention to positively impact the child's performance in the classroom. Where children with IEPs are involved, the intervention must specifically address an IEP goal. Candidates deliver and video record this intervention, monitoring progress during the sequence. Finally, they perform an analysis of outcomes and reflection on the project.

5. Thematic Mini-Unit: UDL and modifications

Candidates will already submit their mini unit Tasks One through Three to LiveText for the Sequence 5 modules. The mini-unit activities you will plan and deliver for Sequence 5 will include adaptations for children with unique learning needs. This includes both the UDL components of activity planning and any of the modifications that must be made in order to successfully include preschoolers with special needs. These portions of the unit plans will be evaluated by the CIEP M43 instructor. The portions of that assignment pertaining to young children with special needs will be included in M43 grades.

6. Self-assessment and ECSE Portfolio plan

Candidates will use class time to complete an exam which will help to determine areas of focus for professional development and study for the Illinois licensure examination. Candidates will also review the ECSE Portfolio assessment due at the end of Sequences 7 and 8. Based upon these activities and results, candidates will develop a self-guided learning and study plan for the remaining three sequences in the ECSE program. The self-guided plans will include strategies for seeking additional information and professional development in areas of self-identified need, as well as potential activities to complete in order to satisfy the portfolio requirements.

7. Preschool TPBA

For this assignment, candidates will follow similar guidelines to those for the TPBA assignment in Sequence 4. However, this time a preschool-aged child will be assessed (child must be between the ages of 3:0-4:6). Candidates will work in a group of three. The instructor will provide feedback on activities, working with families, and on determining developmental ages (you should seek support on this). Candidates will not receive feedback on drafts of this assignment; the complete TPBA report, video, and documentation should be submitted by the due date on the calendar.

8. Professionalism and Participation

See the Sequence 5 syllabus for TLSC 310, 320, and 330 for guidelines as to how these points will be allocated. These points will be positively influenced by active, positive participation/collaboration. Good examples of presentation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate. Points will be negatively influenced by absences or tardiness, using computers during class, and/or a failure to appropriately distribute collaborative work in any of your assignments.

Assignments and Grading

ASSIGNMENTS FOR CLASS:	Due	Details/Submitted to:	Paired?	Points
Quality Inclusive Practices Assessment	10/1	-one checklist per assignment per S5 classroom ; one action plan per candidate -submitted to LiveText	Yes	20
Mini-Unit lesson adaptations	Drafts : before Mini-Unit is taught Final :11/20	- Submit for review prior to teaching Mini-Unit ; final versions due with Mini-Unit - LiveText	Both	10
Individualized Intervention Assignment Introduction 6 points Task One: 36 points Task Two: 12 points Task Three: 20 points	Final due dates Task 1 : Wk 9 or 10 Task 1- 3 : 11/30	-IIA is a single document including all tasks: paper, documentation, video -Task 1 revisions must be made prior to initiating intervention -Task 2 feedback may be sought -LiveText	No	80
Self-assessment and ECSE Portfolio plan	12/8	-self-assessment in class -submit plan to LiveText	No	15
Preschool intervention profiles	10/1 & 10/24	-IP1 presented in class - LiveText	No	10
Family and Community Engagement: Misericordia	Plans due Monday prior to each group	-based upon planning and attendance at four sessions	Yes	25
Preschool TPBA	By 12/8	-done in three teams of 3, 3, and 4 -submit report, video, scanned documentation to LiveText	Teams	40
Professionalism and Participation	N/A	-evaluated in Sakai	No	20
TOTAL				220

It is imperative that work be completed on time. Assignments are expected on the dates noted. Point deductions will be made as follows. Individualized timelines are often necessary for the Individualized Intervention and Mini-Unit, so these policies apply to their agreed-upon due date.

- a. 1 to 3 days late: 50% of points will be deducted
- b. 4 to 6 days late: 75% of points will be deducted
- c. 7 or more days late: 100% of points will be deducted

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

93% - 100%	90% - 92%	87% - 89%	83% - 86%	80% - 82%	77% - 79%	73% - 76%	70% - 72%	67% - 69%	63% - 66%	Below 62%
A	A-	B+	B	B-	C+	C	C-	D+	D	F
Grades in this range will necessitate a retake of this course										

School of Education Policies

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

School of Education Syllabus Addendum

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of *Social Action through Education*, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings. This set of modules directly assesses CFS2: Candidates apply culturally responsive practices that engage diverse communities via the evaluation of teaching practices and mini unit; refer to those assignment descriptions and rubrics for the precise assignment components and rubric dimensions related to this CF standard.

Diversity

By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.

Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Syllabus Addendum Link

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*. www.luc.edu/education/syllabus-addendum/

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

TLLSC Syllabus Addendum

Academic Tutoring

Loyola provides several services to all students related to academic tutoring including : TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes. <https://www.luc.edu/tutoring/>

Clinical Experiences and Course Contact Hours

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here:

https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

Coordinated Assistance and Resource Education (CARE)

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.

<https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>

Dress Code and Professional Conduct for Clinical Sites

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context. Please also ensure that you wear your Loyola student ID on a lanyard so that it is visible at all times when you are in your school site. Also ensure that you keep your mobile phone in your school bag while at the school site and do not take it out while you are in the classroom at any time.

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible

for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. This course does not directly address standards to build candidates' expertise for teaching Els.

Mandated Reporting

Reach out to Dr. Kennedy and any on-site instructor, as well as Dr. Cohen (who manages and supports all sequence placements) if you have concerns about anything you have observed regarding student safety/well-being at your sequence 1-6 school site.