



2740 Old York Road, Jamison, Pennsylvania 18929
(215) 343-2480 • Fax (215) 343-8626 • www.mbit.org

November 2, 2017

Dear Advance CTE Excellence in Action Award Committee;

Please accept our application supporting the Early Childcare and Education program at Middle Bucks Institute of Technology. It is my sincere pleasure to recommend this outstanding program for this award.

As a school community, Middle Bucks is enthusiastically committed to ensuring learning for all students and fostering excellence in student achievement. The Early Childcare and Education program at Middle Bucks reflected these high standards.

Thank you for considering us for this honor.

Sincerely,

A handwritten signature in blue ink that reads 'Kathryn Strouse'.

Kathryn Strouse
Administrative Director

Unit/Standard Number	<u>High School Graduation Years 2016, 2017 and 2018</u> Child Care and Support Services Management CIP 19.0708 Task Grid	Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
	Secondary Competency Task List	
100	ORIENTATION AND SAFETY	
101	Identify and follow school, classroom and clinical rules and regulations.	
200	PROFESSIONALISM	
201	Compare and analyze types of early learning programs.	
202	Identify personal qualities and career opportunities needed for employment.	
203	Develop a personal and professional portfolio.	
204	Investigate the requirements of the CDA Credential and School-Age Credential.	
205	Analyze NAEYC Standards and the Code of Ethical Conduct.	
206	Analyze the Pennsylvania Early Learning Standards.	
207	Investigate the importance of advocacy in the profession.	
208	Identify resources for professional development.	
209	Identify state, national and international models of pre-kindergarten.	
260	Identify components of a quality center	
261	Identify types of family systems and structures	
262	Develop self awareness	
263	Develop understanding and application of confidentiality in a child care setting	
264	Create a written Professional Philosophy	
265	Complete 6 essays required by the Council of Professional Recognition	
266	Compile 17 Resource Collection	
267	Document hours of practical and theoretical education	
268	Complete University of Pitt mandated reporter.	
300	HEALTH AND SAFETY	
301	Identify Department of Human Services regulations and PA Department of Education codes.	
302	Obtain Pediatric First Aid Certification or any other PDE recognized Certification.	
303	Identify types of child abuse.	
304	Identify communicable diseases and chronic medical conditions.	
305	Identify characteristics of a safe, healthy environment.	
306	Identify and describe infection control procedures, sanitation practices and prevention of illness policies.	

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307	Identify nutritional requirements.	
308	Plan nutritious meals and snacks.	
309	Identify guidelines and procedures to care for the mildly ill child.	
310	Identify and follow adult health regulations.	
311	Complete a health and safety checklist and develop recommendations for implementation of a checklist.	
312	Identify and describe safe transportation practices in child care settings.	
313	Identify components and develop an emergency management plan for a child care setting.	
314	Identify liability issues of child care workers regarding children's safety in a child care setting.	
315	Identify and describe program records, budgets and reports.	
316	Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.	
361	Develop Prevention Strategies for Common Injuries	
362	Complete Fire Safety Training	
363	Access and Complete DHS forms related to Safety	
364	Locate Immunization Schedule for Children Birth to 12 Years from AAP	
365	Identify Appropriate Diaper Changing Techniques According to Caring for Our Children	
366	Apply Health and Safety Rules at Lil Bucks According to Staff Policies	
367	Demonstrate, Explain and Practice Appropriate Sanitation Procedures	
368	Understand, Explain and Demonstrate the Importance of Universal Precautions in the Child Care Setting	
369	Understand, Explain and Demonstrate the Importance of Safety Equipment in the Child Care Setting: Fire Extinguishers, Smoke Detectors	
370	Demonstrate Appropriate Hand Washing Techniques	
371	Define purpose of various nutrients as they apply to human growth and development	
372	Demonstrate safe food practices	
373	Review and understand CACFP food guidelines	
374	Clearances: Act 24, Criminal Record, Child Abuse	
400	LEARNING ENVIRONMENT (PHYSICAL SPACE)	
401	Examine the value of play and use best practices to support children's play.	
402	Examine the process and use best practices for developing children's creativity.	
403	Examine, evaluate and use culturally relevant learning centers and materials.	
404	Evaluate and maintain the indoor and outdoor learning environments.	
405	Evaluate classroom environment using the ITERS, ECERS and/or SACERS.	

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460	Define importance of learning centers and how to implement them within a center	
461	Identify types of centers: custodial, developmental, comprehensive	
500	CHILD DEVELOPMENT (SOCIAL, EMOTION, PHYSICAL, INTELLECTUAL, LANGUAGE DEVELOPMENT)	
501	Identify educational theorists and their concepts.	
502	Identify developmental stages or areas.	
503	Identify the importance of artistic and musical development.	
504	Identify characteristics of infant development.	
505	Identify characteristics of toddler development.	
506	Identify characteristics of preschool development.	
507	Identify characteristics of school-age development.	
508	Identify characteristics of special needs children.	
509	Research the importance of early language and literacy development for school success.	
510	Integrate literacy/language development throughout all activities.	
560	Define and explain impact of heredity versus environment	
561	Identify principles of development	
600	CLASSROOM MANAGEMENT AND POSITIVE GUIDANCE	
601	Use positive methods to guide children's behavior.	
602	Analyze the influence of environment and caregiver management techniques on children's behavior and make appropriate adjustments.	
603	Observe, supervise and record the daily routines of children.	
660	Recognize factors that lead to discipline issues	
661	Explain the importance of the physical environment in reducing discipline issues within a center	
662	Demonstrate the ability to utilize supports within the community for families and centers in receiving supports for children, families and schools	
663	Apply knowledge of special needs to help understand and support children with behavior issues	
700	STANDARDS, CURRICULUM, AND ASSESSMENT	
701	Use basic tools and types of observations.	
702	Observe, record and analyze children's behavior.	
703	Develop appropriate learning experiences based on observations.	

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704	Link Early Learning Standards for Early Childhood (infant-toddler, pre-kindergarten and kindergarten) to all learning experiences.	
705	Demonstrate the connections between learning standards, curriculum and assessment.	
706	Describe the elements of curriculum (individualized goals, family and environment, learning environment, content resources).	
760	Define and create transitions, routines and schedules and apply effectively within center	
800	CURRICULUM DEVELOPMENT	
801	Investigate a variety of curriculum models.	
802	Develop long and short-range curriculum goals.	
803	Determine and write objectives.	
804	Create a file of culturally relevant instructional resources.	
805	Create a resource of learning experiences.	
806	Complete, investigate and document a resource learning unit.	
807	Plan weekly curriculum.	
808	Develop daily lesson plans.	
860	Perform duties of a toddler/preschool teacher under direct supervision of a professional preschool staff member	
861	Complete an entire week of planning, directing and implementing the am school day	
862	Provide Appropriate Education for Students with Special Needs	
863	Demonstrate ability to modify and adapt lesson plans for children with special needs	
864	Develop, design and implement year end graduation show	
865	Assess an individual child and compile a portfolio	
866	Apply observations as tools for assessment, screening and curriculum development	
900	LEARNING ACTIVITIES/EXPERIENCES	
901	Prepare, present and evaluate self care activities.	
902	Prepare, present and evaluate activities which promote a positive self concept.	
903	Prepare, present and evaluate science activities.	
904	Prepare, present and evaluate music activities.	
905	Prepare, present and evaluate puppetry activities.	
906	Prepare, present and evaluate flannel board activities.	

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907	Prepare, present and evaluate children's literature.	
908	Prepare, present and evaluate language and literacy activities.	
909	Prepare, present and evaluate math activities.	
910	Prepare, present and evaluate creative art activities.	
911	Prepare, present and evaluate food and nutrition related activities.	
912	Prepare, present and evaluate health and safety activities.	
913	Prepare, present and evaluate social studies activities.	
914	Prepare, present and evaluate fine motor activities.	
915	Prepare, present and evaluate gross motor activities.	
916	Prepare, present and evaluate transition activities.	
917	Prepare, present and evaluate creative drama activities.	
918	Prepare, present and evaluate creative movement activities.	
919	Prepare, present and evaluate woodworking activities.	
920	Identify steps to plan field trips as a learning experience.	
921	Use current technology and equipment.	
1000	PROGRAM PARTNERSHIPS	
1001	Communicate with families through written documentation.	
1002	Create a resource file of community services.	
1003	Describe and implement best practices for supporting children and families during transition.	
1004	Identify the family's role in developing individualized goal plans for children.	
1005	Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.	
1060	Recognize the need of English language learners, at-risk children and children with disabilities.	
1061	Resources within community for services for Special Needs.	
1100	CLINICAL EXPERIENCE	
1101	Participate in an infant program.	
1102	Participate in a toddler program.	
1103	Participate in a preschool center.	
1104	Participate in an elementary school program.	
1105	Participate in a special needs program.	

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1200	CRIME AND VIOLENCE PREVENTION		
1201	Describe the threat which crime or violence occurring in the school can pose to a secure and productive learning environment for the students and employees.		
1202	Describe what students and employees can do to reduce the threat of crime and violence through caring about others, complying with laws and rules, orderliness, safe practices and a clear focus of learning together.		
1203	Describe what the instructor will attempt to do as a coach of positive social skills and what the student can do to support that effort.		
1204	Describe what it means to be respectful of others, kind, responsible for and in control of one's own emotions (including anger) and actions.		
1205	Describe what conflict is and ways to identify and resolve conflict in the classroom and the workplace according to socially acceptable practices.		
1206	Describe why helping others may help to create a school that is free from fear and danger.		
1207	Describe examples of when to seek help from a parent, teacher, counselor or other adult about one's concerns or the problems of another student or adult.		
3000	JOB SEEKING/JOB KEEPING		
3060	Apply effective speaking and listening skills used in a job interview.		
3061	Apply research skills in searching for a job; i.e., CareerLinks, Internet (O-NET), networking, newspapers, professional associations, resource books (Occupational Outlook Handbook, PA Career Guide).		
3062	Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request		
3063	Analyze, revise and apply an individualized career portfolio to chosen career path.		
3064	Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act,		
3065	Evaluate personal attitudes and work habits that support career retention and advancement.		
3066	Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing.		
3067	Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, problem solving.		
3068	Develop a personal budget based on career choice, such as, but not limited to: charitable contributions, fixed/variable expenses, gross pay, net pay, other income, savings, taxes.		

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3069	Evaluate time management strategies and their application to both personal and work situations.	
3070	Evaluate strategies for career retention and advancement in response to the changing global workplace.	
3071	Evaluate the impact of lifelong learning on career retention and advancement.	
3072	Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.	
3073	Analyze entrepreneurship as it relates to personal character traits.	
3074	Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: community-based organizations (Chambers of Commerce, trade/technical associations, Industrial Resource Centers), fi	
3075	Show knowledge of DAVECY Job Seeker Board	
3076	Demonstrate awareness of and familiarity with professional organizations including NAEYC, PACCA, ECELS, Better Kid Care.	



5151 Cold Spring Creamery Road • Doylestown, PA 18902
(215) 230-4100 • www.cecschool.com

Community Educational Centers

Monday, October 23, 2017

To Whom It May Concern:

As an Occupational Advisory Committee member at MBIT, it is my pleasure to write a recommendation letter for the Early Child Care and Education Program at Middle Bucks Institute of Technology for the Excellence in Action Award. I cannot think of a program that better exemplify a true profession from secondary to post-secondary through meaningful work-based opportunities.

As an Early Childhood Care Education teacher, Lise Rich is the Early Child Care and Education Instructor as well as the director of the onsite Keystone Stars early child care center Li'l Bucks Partners in Learning. She shows a true understanding of early childhood education and the developmental levels of the high school students and the children in Li'l Bucks Partners in Learning Childcare Center. Her classroom always reflects her knowledge of the student's varied educational levels. Lise incorporates learning strategies into her classroom which maintain the highest level of college and career ready expectations for her students.

Lise expresses a genuine love of working with high school students. The students and parents respond to her with affection and a true feeling of security. The staff at Li'l Bucks Partners in Learning and the MBIT team work collaboratively to deliver an environment designed for the needs of young child care professionals. The team is always professional in their communication with the students, parents and other professionals in the field.

Lise and the Coop coordinator mentor the high school students as they navigate from the high school career path to choosing a higher-level institution to further their education. They also help them to secure post-secondary employment to help them finance their education. I have had many MBIT students at our school and have hired many students from MBIT as permanent staff members.

Each fall myself and the staff get excited to welcome MBIT students to our school as afternoon closers. The students demonstrate a true understanding of early childhood and have the skills to become successful in the field or further their education. Lise encourages and prepares the student to have their CDA upon graduation which is an unmeasurable asset when entering the workforce in an early childhood institution.

I have been a partner with MBIT since our center opened in 1997. I have known Lise for over fifteen years. I consider Lise to be a professional colleague who I can trust and count on. I value her knowledge of Early Childhood Education. I admire her dedication to the students and children at MBIT. Lise has an excellent relationship with the business partners of MBIT.

She has a natural ability to relate to children and parents. Lise is creative, responsible, knowledgeable, professional and above all, caring. I recommend the Early Child Care and Education Program as candidate for Excellence in Action Award without hesitation.

Sincerely,

Susan Balderston
Executive Director



To Whom It May Concern;

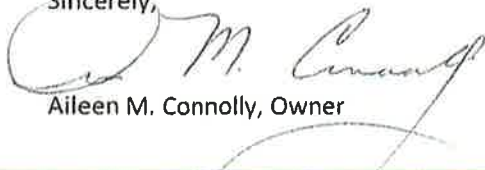
I am excited to write a letter of support for the Middle Bucks Institute of Technology Early Childhood and Education program. The Excellence in Action Award could not be a better fit for this program. Middle Bucks as a school strives for excellence and through continuous improvement and the cluster based structure they provide a true school to work pathway. The students work throughout the community as teaching assistants, early childhood and elementary school teachers, and Directors. Students provide a vital resource to our Goddard and many of the other Goddard schools in Bucks and Montgomery Counties. Finding high quality early childhood educators that are passionate is not an easy task. The MBIT program instills the love and advocacy for children in all of their graduates. We have been steadily involved as OAC members and NOCTI and SkillsUSA judges for MBIT over the years. Our site has been utilized as a clinical and testing site. We have a strong commitment to MBIT.

Our relationship with MBIT began in 2006 with the outreach of the work-based education coordinator and has grown and developed over the past 11 years as the Early Childhood and Education program has grown and evolved. The Pre-school originally had very limited hours. The program originally educated students in early child care and did not offer the CDA. The program has morphed through the years and since the instructor came on board in 2002 a complete overhaul occurred. The pre-school became a classroom in a fully operational childcare center with extended hours to meet community needs and provide the high school students with experiences that better mimic the real world in their chosen pathway in 2005. The students were always prepared for the CDA, but now and for many years have been able to sit for it and complete it prior to graduation making them an even more marketable asset to the community childcare centers. Centers are required to have their staff be certified as a part Keystone Stars Standards. The CDA also enables them to earn a higher wage and receive annual bonuses. The CDA requires instructional and practical hours.

The students at MBIT often have their instructional hours early in their junior year which enables them to work in a childcare center like ours as closers on an after-hours coop with a mentor teacher. Those students often work full-time over the summer as summer interns and then when their senior year begins they transition onto Coop. The seniors typically do not work on Mondays so they have time to prepare for their CDA. Students have continued on as employees with us after graduating as they pursue post-secondary degrees. Students are able to fund this certification while on the jobsite through a state initiative promoting quality in early childhood education. Students who select to continue to work part-time after graduation often qualify for scholarship programs through PAKeys and TEACH. This helps economically disadvantaged students have an opportunity for a college education. It also provides the students with learning disabilities to apply what they are learning in the classroom to what they are seeing at the job. This enables a smoother transition from high school to college and school to work.

Finding qualified candidates that have a heartfelt devotion to children is not easy. Turnover can be high, but with students from Middle Bucks we know their interest is long term. We recommend Mrs. Rich and the Middle Bucks Early Childhood Education and Care program for this recognition without any reservation.

Sincerely,



Aileen M. Connolly, Owner

A Child's World
Leaders in Early Childhood Education

Newtown, PA 18940
2147 S. Eagle Rd.
215-504-8100

Langhorne, PA 19047
133 Bristol Oxford Valley Road
215-949-8900

Doylestown, PA 18901
2001 S. Easton Rd.
215-348-7200

To whom it may concern,

October 30, 2017

I am writing this letter in regards to the Excellence in Action Award that the Early Child Care Program at Middle Bucks Institute of Technology is being nominated. We have known Ms. Rich for twelve years and have had a great relationship with the early childhood education program at Middle Bucks Technical Institute. Our center has participated in the Middle Bucks Institute of Technology Child Care Occupational Advisory Committee (OAC) over the years we have known Mrs. Rich. Throughout the years the child care program has evolved to meet the growing changes in the child care industry. Keystone Stars is a quality assurance program in Pennsylvania that seeks to encourage child care centers engage in best practices in policy, staff and facility. Li'l Bucks Partners in Learning, the onsite child care center has progressed through the Stars lattice and achieved a level 3 rating. They are currently working with newly revised Stars Standards and are actively working towards a Star 4 rating. Through this achievement, the child care program has developed an exemplary environment that allows high school students to engage in best practices as they complete their practical work. This experience allows students to transition into the workforce ready to deliver quality instruction and care in high quality center. Through the years we have had more than ten employees who were enrolled in the early childhood program and ultimately completed their work based learning experience at our center. These employees participated in shadowing, clinicals, summer internships and cooperative education placements. Through the close teamwork between the work based education coordinator, Mrs. Rich and the staff and leadership at A Child's World our relationship has been mutually beneficial and produced continuity in the workplace.

The child care program has actively included members of the OAC. We have participated as NOCTI evaluators, SkillsUSA Local and District Judges and as mentors as opportunities present themselves. It is during events such as these that we are able to see first-hand the excellent early childhood care program at MBIT. Students work in classrooms of mixed age groups. The toddler room serves children 18 months to 3 years of age and the preschool classroom serves children 3-5 years of age. Students are required to understand principles of individualized education. Students are taught to meet children at their level and to adapt and adjust lessons to meet needs and strengths of individuals. Furthermore, a high level of children identified with special needs, allows students to deliver instruction to suit individual needs as mandated by IFSPs and IEPs. This valuable training allows students to be ready to assist all types of learners they may encounter in any classroom. Students in the program have the opportunity to work with a diverse group of children including children who require services from Early Intervention and/or the Intermediate Unit.

Ms. Rich integrates positive guidance to her students through her high-quality program. Her students have not only obtained full time lead teacher positions within our organization, but many are long time employees. Most recently the students who graduate from this Career Cluster based program complete all the requirements to obtain their CDA. The CDA or Child Development Associate is a national credential in early child care that demonstrates competency in understanding and caring for children as outlined by NAEYC and the individual states. The CDA is a certification most child care professionals earn post-secondary. A student who graduates high school with a CDA is better able to earn a higher salary and is more prepared to enter the work force. Mrs. Rich also designs her program to help student be ready to seamlessly transition into the workforce. As a director, Mrs. Rich understands the requirements of the state for employment in child care and helps guide her students through these steps. She also has them complete trainings required by the state in health and safety as well as requirements for Keystone Stars. These trainings help transition workers directly into the classroom and limits trainings needed upon initial hiring.

Finally, Mrs. Rich demonstrates the importance of student to teacher relationships and continues to nurture that bond throughout many career opportunities. Her current and former students rely on Ms. Rich for career guidance and advisement. Throughout the years her students have expressed how much Ms. Rich individualized to each students' needs and strengths. In addition, the patience and understanding she has for her students is extraordinary! I would highly recommend Ms. Lise Rich and the MBIT Early Child Care Program to receive this award! I can't think of a more deserving program.

Sincerely,



Melissa Phillips-Director

A Child's World Education Centers

October 15, 2017

Mrs. Kathryn Strouse
2740 Old York Road
Jamison, PA 18929

Dear Mrs. Kathryn Strouse:

I was fortunate enough to participate in the Early Childhood Care and Education program at Middle Bucks Institute of Technology. Within those three years I have gained a variety of skills such as; proper health and safety practices, how to write and implement lesson plans aligning to Pennsylvania State standards, and most importantly, how I can create a positive difference in a child's life through learning. Because the majority of brain growth happens within the first five years of life, Mrs. Lise Rich's program is so critical to benefit the mental growth of all children. The Early Childhood Care and Education program opened up many opportunities as I move forward as a future educator. After learning inside the classroom as well as in the onsite Childcare facility, I was able to build a portfolio, displaying documentation of my lesson plans, professional statements, certifications and trainings. My portfolio is something that I will be able to present to future employers. Additionally, being part of the program has provided me with the opportunity to work in the field as a part of a coop position. I began working at a local Early Learning center, caring for infants, during my junior year of high school. More than two and one half years later, I am still working at the same center as an assistant teacher for young toddlers.

Middle Bucks has a goal to "Prepare tomorrow's workforce today" and Mrs. Lise Rich has achieved that by providing students with the most current technology, hands on experiences, and real world exposure. In addition to the coursework, Mrs. Lise Rich and her program has enabled myself as well as my peers to achieve a Child Development Associate (CDA), a nationally recognized credential, through the Council for Professional Recognition. Having my CDA has enabled me to make career advancements. The Early Childhood Care and Education program has helped me pursue an education in a career pathway that I am truly passionate about.

Evidence of learning within the program is shown through the NOCIT assessment. The NOCTI assessment is used to demonstrate competency in both students and teachers. On the written portion of the exam, I scored an 86.5%, finishing at a score above both the state and national average of 75.1%. On the performance portion of the exam, I scored a 98.1%, finishing at a score above both the state and national average of 92.5%. Overall, I was able to achieve an advanced score for both the secondary and postsecondary levels. The advanced score that I received enabled me to receive a "Pennsylvania Skills Certificate" awarded by the Pennsylvania Department of Education. These scores are a documented reflection of Mrs. Lise Rich and her program.

Currently, as a sophomore, Early and Special Education major at Temple University, I feel more than prepared as I move forward to becoming a future educator. I find myself familiar with the majority of topics covered in class, giving me a strong foundation to learn more as a student.

Having experienced teaching in infant, toddler, preschool, and school age classrooms has given me very insightful knowledge in comparison to my peers. I could not recommend Mrs. Lise Rich and the Early Childhood Care and Education program enough for all that they have done for me, and are continuing to do for all their students.

Sincerely,

A handwritten signature in cursive script that reads "Rachel Friel". The signature is written in black ink and is positioned below the word "Sincerely,".

Rachel Friel
126 Bates Drive
Chalfont, PA 18914

MIDDLE BUCKS INSTITUTE OF TECHNOLOGY

Celebrating 10 Years of Service



*Li'l Bucks
Partners in Learning*





Kelly Childhood
Developmental
Disabilities

ROOM 115

Prescho Info

Reminders:

- [Notice 1]
- [Notice 2]
- [Notice 3]
- [Notice 4]

October

Break
Place
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