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# ***BCMW HEAD START 2016-2017 ANNUAL REPORT***



*Logic Will Get You From A to B. IMAGINATION will take you everywhere!*

**Sue Castleman, Executive Director  
Maria Koehler, Head Start Director  
909 E. Rexford, Centralia, IL 62801**

**618-532-4890 ♦ 618-532-1573 fax**

**Web site: [bcmwhs.org](http://bcmwhs.org) ♦ Facebook: [bcmwheadstart](https://www.facebook.com/bcmwheadstart)**



This report is prepared to comply with the Head Start Reauthorization Act of 2007, Administrative Requirements and Standards Sec. 644 [42 U.S.C. 9839 (a)(2)]

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On March 2, 2017, BCMW Head Start received ExceleRate Illinois Silver Circle of Quality Designation. This is Illinois’ new quality recognition and improvement system for early learning and development providers. ExceleRate Illinois recognizes a program’s commitment to quality beyond the basic state licensing requirements (covers the following areas: including staffing, programming health, safety & hygiene).

**Rationalization of Data:**

- ★ The family data listed in this report are based on the 2017 PIR (Program Information Report) calendar year August 2016 – July 2017. Any data corresponding to the current, 2017/18 program year, will be denoted.
- ★ The budget is for fiscal year 2017, January-December.
- ★ Pictures used in this Annual Report are from both 2016/17 and 2017/18 program years.
- ★ The stats include the 440 funded enrolled children, as well as children who withdrew from classes during the 2016/2017 program year.



## BCMWS Community Services, Inc., Project Head Start



Greetings Friends,

We are pleased to share with you our highlights from the 2016-17 school year. At BCMWS Community Services, Inc. Head Start Program, we realize the accomplishments we achieve could not happen without our dedicated and highly qualified staff, our involved community partners, and of course, all our wonderful families and children. Without these people, our program would not be able to exist, let alone excel. They have remained committed to helping Head Start, ensuring all our children reach their fullest potential.

School Readiness continues to be our guiding force because with school readiness comes preparation for success in all future endeavors. In the 2016-17 school year, school readiness goals were again adjusted to meet the early learning framework. Child assessment instruments were aligned with the framework. Data was collected from the assessments, analyzed, and used to help understand our program's progress on School Readiness Goals. This progress is reported in the next few pages.

In order to be truly school ready, children and families need our support not only in the classroom, but beyond. A child who is dealing with illness, pain, or family issues will have a more difficult, if not impossible, time achieving school readiness. Imagine trying to concentrate at work with an illness, extremely painful toothache, or stress from family issues. It is something, even with our mature coping mechanisms, an adult would have difficulty doing. How then can our children be expected to thrive under similar conditions? Making sure children receive nutritious meals and snacks and preventative health/dental care, in addition to treatment for acute and chronic conditions, is the focus for our Health Services Team. Our Special Education/Social-Emotional Team is there to help with issues involving special needs and mental health. Our Family Services Team works directly with families to ensure basic needs are met. They also help parents set goals for themselves and their families and then help them to achieve those goals. Parents are encouraged to strive for continued self-improvement. They are also encouraged to participate in the shared governance of the program through parent committee meetings and Policy Council. Throughout the work of both teams, we rely heavily on our community partners who work closely with us to accomplish these aspects of school readiness.

As Head Start moves into our next 50 years, we will continue to strive for excellence. It is our hope that through maintaining strong community partnerships and advocacy, BCMWS Head Start Program will be able to continue making a difference in the lives of our children and families, as well as, becoming an agent of positive community change!

Sincerely,

Maria Koehler  
Head Start Director

## BCMW Head Start Policy Council

A message from the BCMW Head Start Policy Council:

The BCMW Head Start Policy Council is part of program governance and participates in the shared policy and decision-making process. We work in conjunction with the BCMW Community Services, Inc. Board of Directors and BCMW Head Start staff. We are comprised of elected parent and community representatives from the five counties our program serves.

Our Policy Council has been very active in assisting program staff with the operating functions of our program, such as:

- Participate in the program self-assessment and federal reviews
- Assist with interviews for new staff
- Take part in program recruitment

Our Policy Council members also assist staff with activities for the parents such as:

- Family Fun Day - a huge outdoor event held in April/May for children and parents including food, games, and a community resource fair.
- Head Start Awareness Week - members of the community are invited to come to the classes during this week-long event. Special activities are planned for the classes and parents.
- Literacy Book Walk - new and gently used books are collected from community members and given away to Head Start children and their siblings during an evening of fun and games.
- Heroes United – Head Start’s Male Involvement program which includes activities such as game night, movie night, pre-Super Bowl activities, and much more.

Policy Council was involved in the Dollar (\$2) per Child Campaign by organizing a basket to be raffled off at the State Conference and sending out letters to parents asking for their donations.

We will continue to strive to encourage more parents in our program to engage with their children and assist the program in its commitment to Head Start’s goal of school readiness for every child.

Leonard Newcomb,  
*Chairperson*  
BCMW Head Start Policy Council



BCMWS Head Start has a long tradition of delivering comprehensive and high-quality services designed to foster development in low-income children. We are currently funded for 440 children in a 5-county area. We provide a range of group and individualized services in the areas of Education & Early Childhood Development; Medical, Dental, Social-Emotional Development, Nutrition, and Parent Engagement. In addition, the entire range of Head Start services is responsive and appropriate to each child and family's developmental, ethnic, cultural and linguistic heritage and experiences.

Our program must adhere to specific Head Start Program Performance Standards, Regulations (Head Start Act) and DCFS Standards. These requirements define the services that we are to provide to the children and families we serve. They constitute the high expectations and requirements that our program must meet. The standards are designed to ensure that goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that we maintain the highest possible quality in the provision of Head Start services.

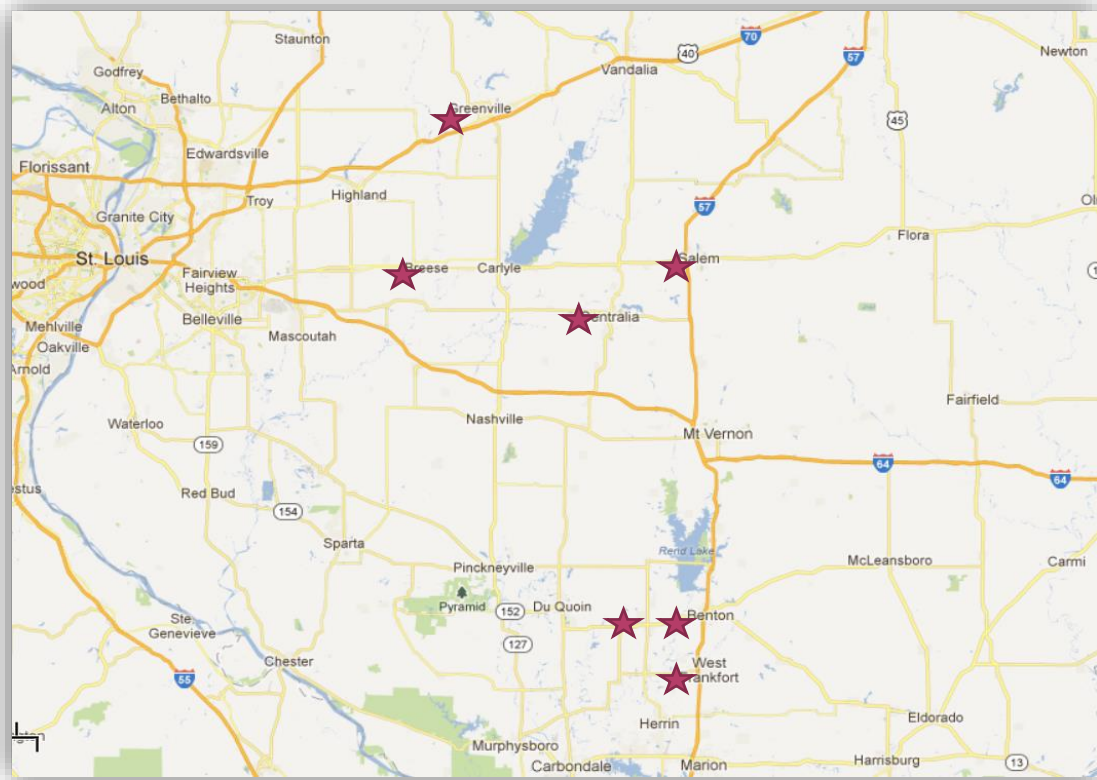
**MISSION STATEMENT**

To engage and prepare children and families for success in school and throughout life by providing opportunities, experiences, resources and advocacy.

**VISION STATEMENT**

We empower the whole heart, the whole child, the whole family to reach their full potential.

★ Location of Centers &/or Home Base



BCMWS Head Start's service area options include: 6 Centers; 1 full day/full year classroom; 10 double session classrooms; 1 single session classroom and 5 Home Base locales.

## ☆☆2017 BUDGET

### Revenues:

| Funding Sources                            | Funding Category                   | Funding Amount        | Duration Supplement |
|--|------------------------------------|-----------------------|---------------------|
| ACF Regional Offices - HHS                 | Non-Competing Continuation Funds   | \$3,734,546           | \$ 452,722          |
| ACF Regional Offices - HHS                 | Training & Technical Assistance    | \$ 42,514             |                     |
| Child & Adult Care Food Program (USDA)     | Supplement for Children's Food     | \$ 182,134            |                     |
| Other State Funding - Child Care Subsidy   | Child Care Cost Full Day/Full Year | \$ 30,062             |                     |
| Community                                  | Non-Federal Share                  | \$ 944,265            | \$ 113,180          |
| <b>Total (includes *Non-Federal Share)</b> |                                    | <b>\$4,933,521.00</b> |                     |
| <b>Carryover Request – Reprogram</b>       |                                    |                       | <b>\$565,902.00</b> |

### Expenditures:

| Line Item                                  | Budget Details        | Duration Details     |
|--|-----------------------|----------------------|
| Personnel/Salaries                         | \$1,928,641           | \$ 151,579           |
| Fringe Benefits                            | \$ 884,589            | \$ 82,199            |
| T & TA (Training)                          | \$ 42,514             |                      |
| Travel                                     | \$ 3,000              |                      |
| Equipment                                  | \$ 10,500             |                      |
| Supplies                                   | \$ 106,800            | \$ 125,372           |
| Contractual                                | \$ 302,904            | \$ 53,536            |
| Other (General Services)                   | \$ 498,112            | \$ 40,036            |
| Food (& costs)                             | \$ 182,134            |                      |
| Child Care                                 | \$ 30,062             |                      |
| Non-Federal Share                          | \$ 944,265            | \$ 113,180           |
| <b>Total (includes *Non-Federal Share)</b> | <b>\$4,933,521.00</b> | <b>\$ 565,902.00</b> |

## ☆☆PROPOSED 2018 BUDGET

### Revenues:

| Funding Sources                            | Funding Category                 | Funding Amount        |
|--|----------------------------------|-----------------------|
| ACF Regional Offices - HHS                 | Non-Competing Continuation Funds | \$4,221,754           |
| ACF Regional Offices - HHS                 | Training & Technical Assistance  | \$ 42,514             |
| Child & Adult Care Food Program (USDA)     | Supplement for Children's Food   | \$ 182,134            |
| Community                                  | Non-Federal Share                | \$1,066,067           |
| <b>Total (includes *Non-Federal Share)</b> |                                  | <b>\$5,512,469.00</b> |

### Expenditures:

| Line Item                                  | Budget Details        |
|--|-----------------------|
| Personnel/Salaries                         | \$ 2,116,694          |
| Fringe Benefits                            | \$ 1,051,534          |
| T & TA (Training)                          | \$ 42,514             |
| Travel                                     | \$ 4,214              |
| Equipment                                  | \$ 38,500             |
| Supplies                                   | \$ 120,590            |
| Contractual                                | \$ 303,000            |
| Other (General Services)                   | \$ 587,222            |
| Food (& costs)                             | \$ 182,134            |
| Non-Federal Share                          | \$ 1,066,067          |
| <b>Total (includes *Non-Federal Share)</b> | <b>\$5,512,469.00</b> |

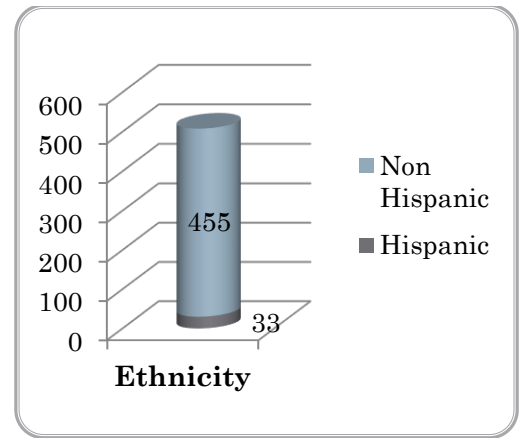
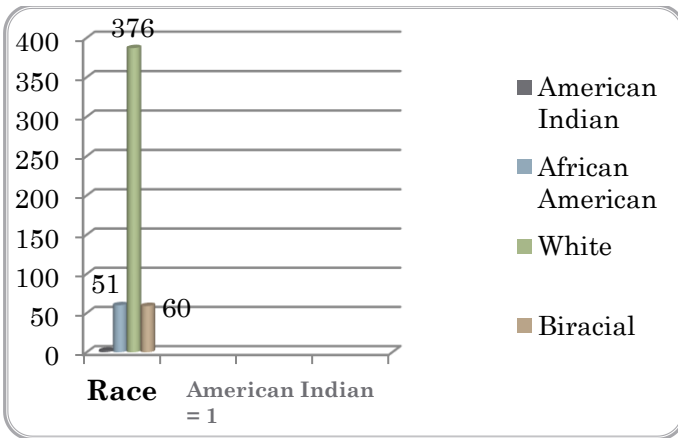
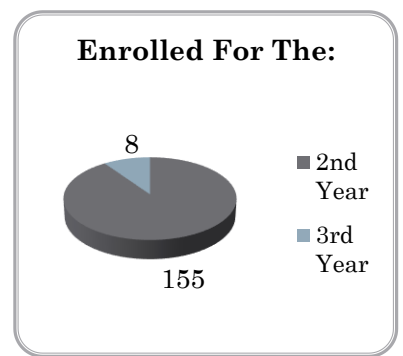
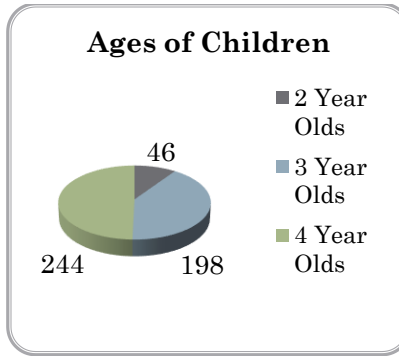
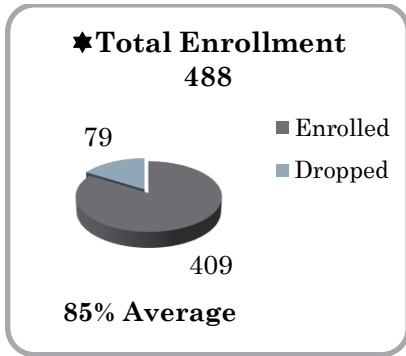
#### **\*Non-Federal Share - Defined**

Non-federal share represents the reasonable and necessary costs of a Head Start program that are generated from a non-federal source. Non-federal share is the community contribution to the local Head Start program.

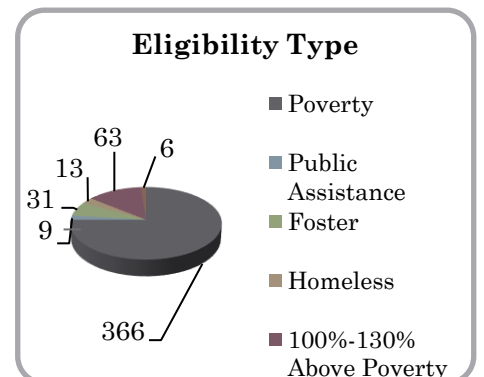
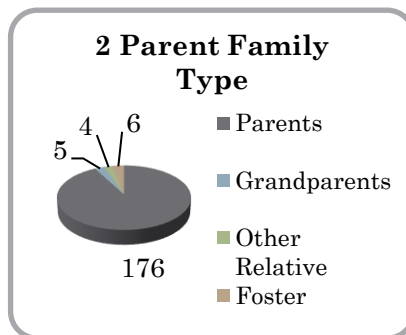
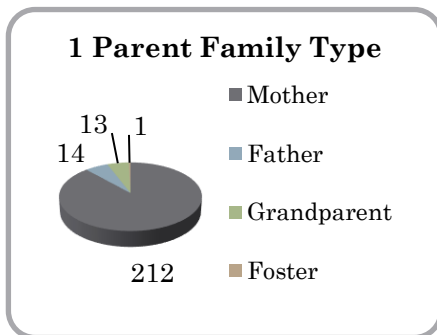
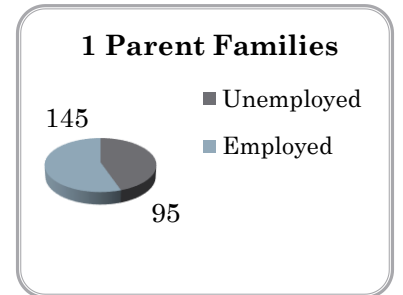
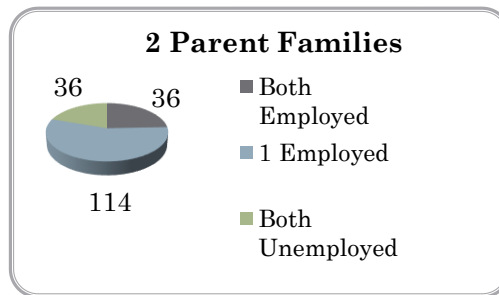
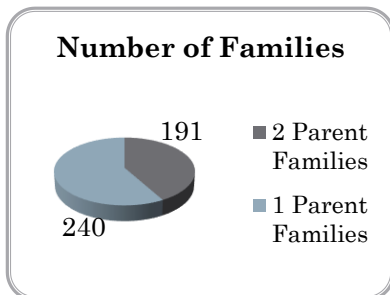


# SERVICES TO FAMILIES

## \* Program Year 2016-2017 Enrollment Status (PIR)



## FAMILY INFORMATION





# PARENT ENGAGEMENT & COMMUNITY PARTNERSHIPS

BCMw Head Start program is family centered and designed to support parents as the most important influence in their child's life. The program strives to meet the needs and interest of the families enrolled through a variety of activities, trainings, educational opportunities and establishing goal(s).

## Parent Involvement Activities

- Parent Committee Meetings
- Home Visits
- Parent/Teacher Conferences
- Learning Buses
- Policy Council Meetings
- Holiday Activities/Crafts
- Moving Up Activities
- Field Trips
- Science Fair
- Math Fair
- Literacy Night (Book Walks)
- Multicultural Activities
- Fingerprinting
- Family Fun Day
- Grandparent's Day
- Cinco de Mayo Day
- Adopt a Family (Christmas)
- Game Night
- Parent/Child Activities
- Head Start Awareness Week
- "Dad" N Me - Builders (Lowe's)
- "Dad" N Me - Bowling
- "Dad" N Me - T Ball

## Parent Training Topics

- Employment/Job Skills
- Parent Orientation/Standards
- Early Childhood Development
- Hearing/Vision/Dental Care
- BCMw Community Services
- Energy Assistance
- First Aid/CPR
- Transportation
- Policy Council Training
- Immunizations
- Family Literacy/Adult Ed
- Community Resources
- Fire Safety
- Financial Management
- Goal Setting
- Nutrition
- Safety for Children & Special Holidays
- Common Childhood Illnesses
- Age Appropriate/Conscious Discipline
- Advocating for Your Child
- Mental Health
- Transition

## SERVICES FAMILIES RECEIVED

Emergency/Crisis Intervention  
Housing Assistance  
Mental Health Services  
ESL Training  
Adult Education  
Job Training  
Substance Abuse Prevention  
Child Abuse & Neglect Services  
Asset Building

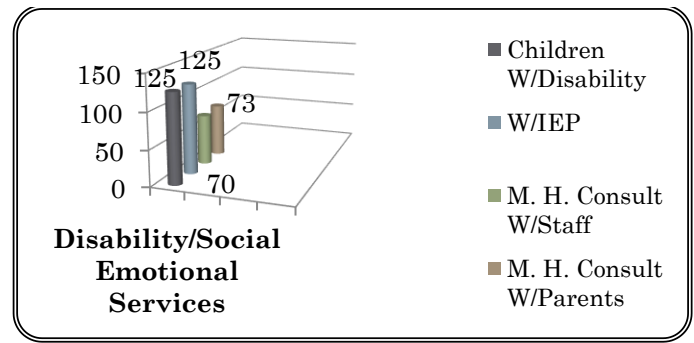
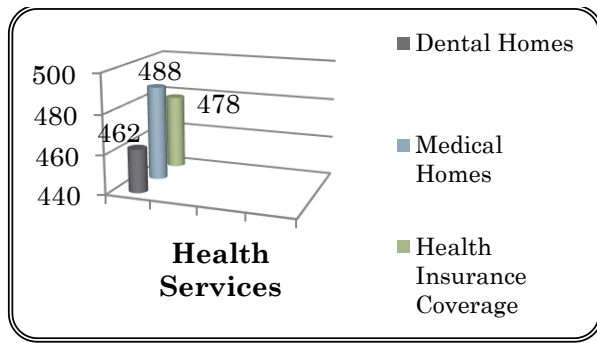
Domestic Violence Services  
Child Support Assistance  
Transportation  
Health Education  
Assistance to Incarcerated Families  
Parenting Education  
Relationship & Marriage  
Nutrition  
Personal Goal(s) Setting

Head Start's comprehensive approach to services is achieved through partnering with area social services agencies, local businesses, clubs, colleges, Pre-K programs and public schools. These organizations and agencies have agreements and/or memorandums of understanding with our program.

\* \* \* \* \*

# HEALTH MEASURES

\*Number of children served, including drops = 488

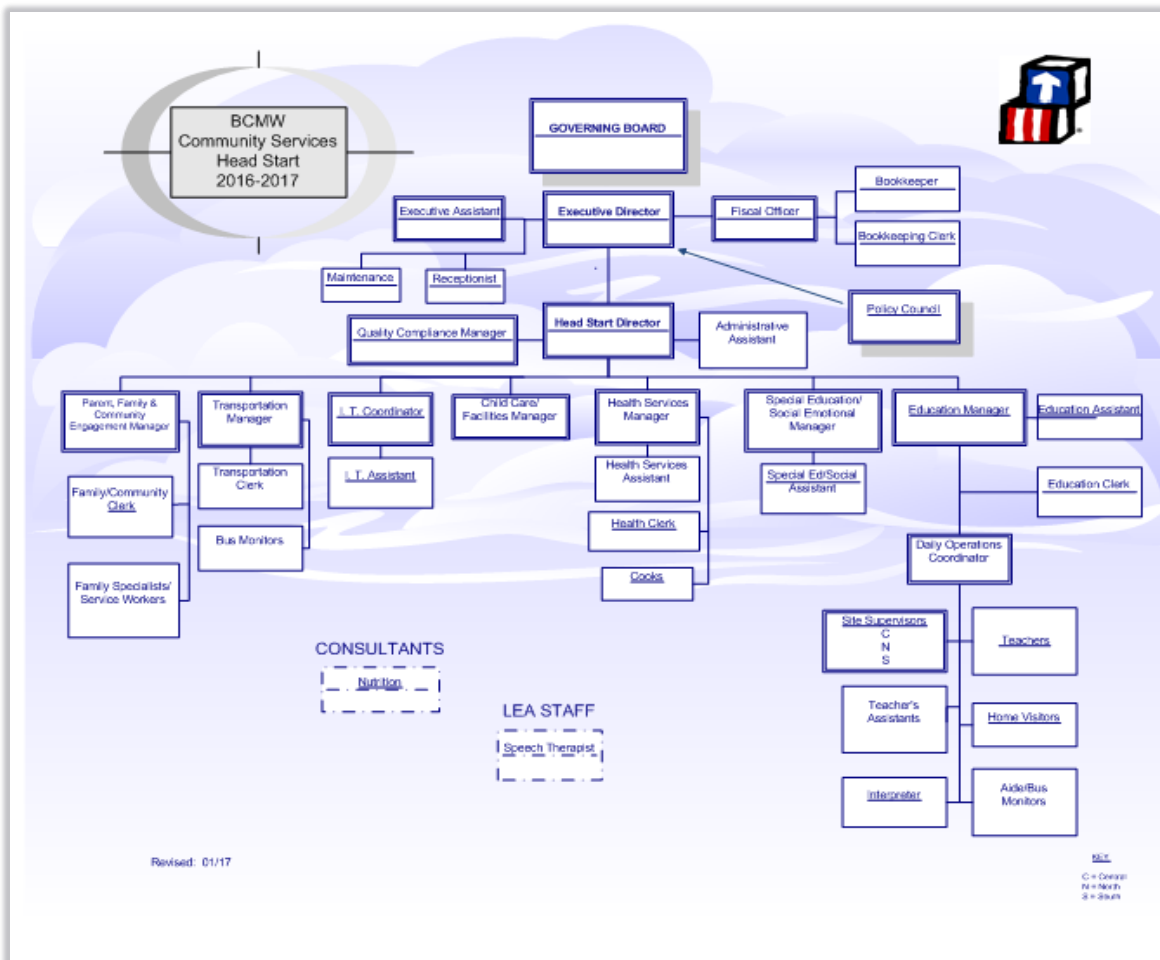


# STAFF QUALIFICATIONS

| 12 Teachers           |     |
|-----------------------|-----|
| BS Degree in ECE      | 25% |
| AA Degree in ECE      | 75% |
| .08% Teacher Turnover |     |

| 12 Assistant Teachers |      |
|-----------------------|------|
| BS Degree in ECE      | .08% |
| AA Degree in ECE      | 42%  |
| CDA                   | 50%  |

| 5 Home Visitors  |     |
|------------------|-----|
| BS Degree in ECE | 20% |
| AA Degree in ECE | 40% |
| CDA              | 40% |



## CHILD OUTCOMES & SCHOOL READINESS

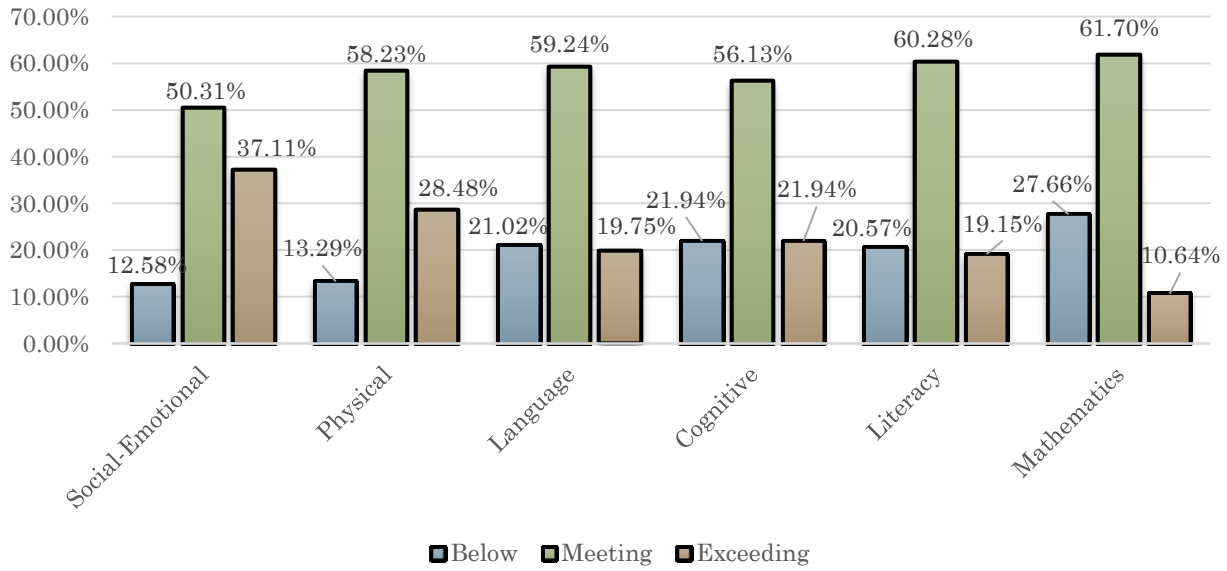
BCMW Head Start implements the Creative Curriculum, a research based curriculum for preschool children based on five components: how children develop and learn; the learning environment; what children learn; the teacher’s role and the family’s role.

The Head Start Child Development and Early Learning Framework is utilized to promote positive outcomes for all children 3-5 years old. It represents the foundation of the Head Start Approach to School Readiness. It aligns with and builds from the five essential domains of school readiness identified by the National Education Goals Panel and lays out essential areas of learning and development. The Framework is used to guide curriculum implementation and assessment to plan teaching and learning experiences that align to school readiness goals and track children’s progress across developmental domains.

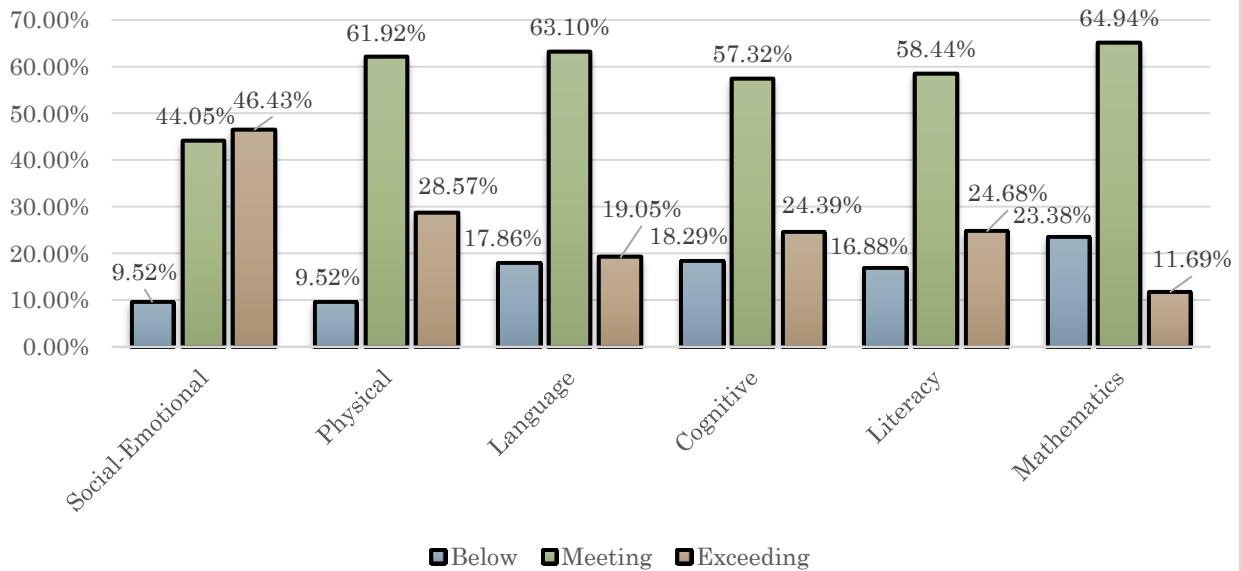
School Readiness Goals are developed with input from parents, Head Start teachers, kindergarten teachers and LEA’s. The goals are as follows:

| Domain                         | Goals   |
|--------------------------------|---|
| Social & Emotional Development | <ul style="list-style-type: none"> <li>• Children will develop positive relationships with children &amp; adults &amp; are able to function as part of a group.</li> <li>• Children will demonstrate ability to regulate their emotions &amp; behavior.</li> </ul>  |
| Physical Development & Health  | <ul style="list-style-type: none"> <li>• Children will demonstrate ability to take care of their personal needs &amp; practice basic health &amp; safety rules.</li> <li>• Children will demonstrate ability to move with balance, coordination &amp; control.</li> <li>• Children will demonstrate increased eye hand coordination &amp; use of fine motor skills.</li> </ul>  |
| Cognition & General Knowledge  | <ul style="list-style-type: none"> <li>• Children will demonstrate beginning understanding &amp; recognition of numbers, shapes, patterns &amp; number concepts for use in every day routines.</li> <li>• Children will show beginning understanding of family &amp; community characteristics &amp; jobs.</li> <li>• Children will show ability to plan, observe, &amp; explore natural resources, living things, &amp; simple tools &amp; equipment.</li> </ul>   |
| Language & Literacy            | <ul style="list-style-type: none"> <li>• Children will demonstrate ability to understand &amp; express increasing varied &amp; complex language.</li> <li>• Children who are dual language learners will demonstrate proficiency in their home language &amp; progress in acquiring receptive &amp; expressive English.</li> <li>• Children will demonstrate a beginning awareness of the printed word &amp; develop book appreciation.</li> <li>• Children will demonstrate letter recognition &amp; phonological awareness.</li> <li>• Children will understand purposes of writing &amp; demonstrate beginning use of writing tools to convey meaning through written representations, symbols &amp; letters.</li> </ul> |
| Approaches to Learning         | <ul style="list-style-type: none"> <li>• Children will exhibit interest &amp; participate in a variety of creative experiences.</li> <li>• Children will exhibit curiosity, demonstrate the desire to learn &amp; persistence in completing tasks.</li> </ul>   |

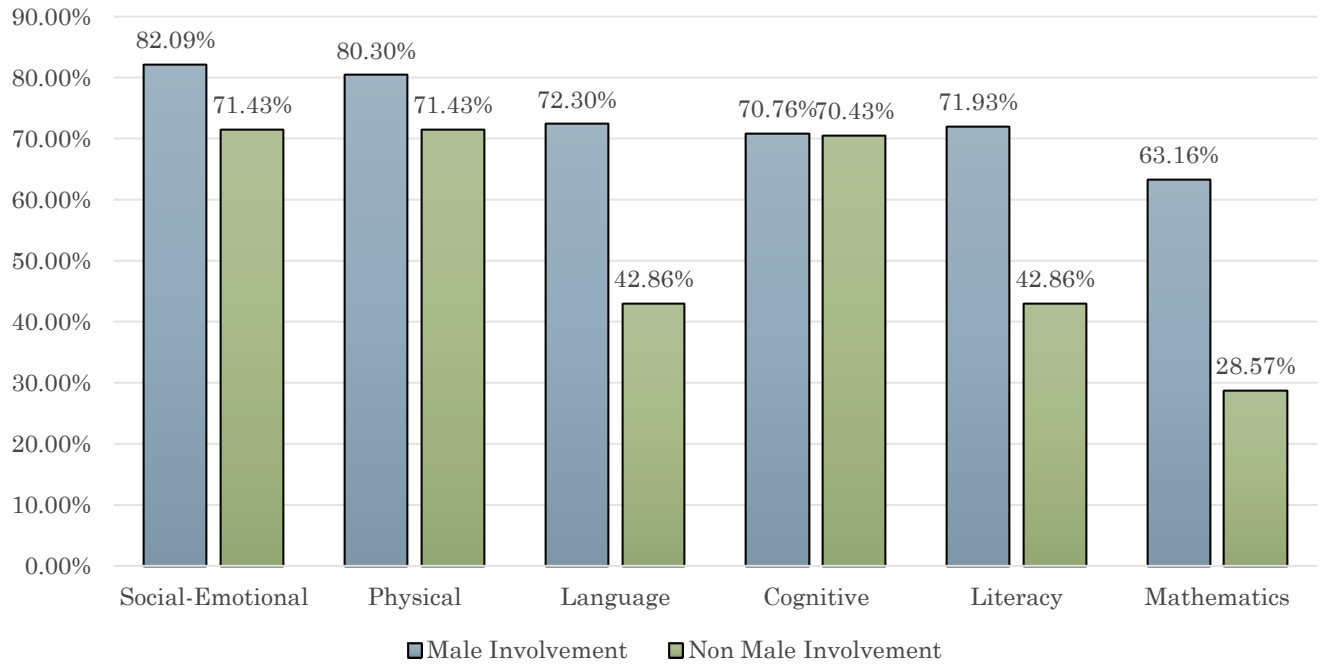
### BCMW Head Start Outcomes 3 Year Olds 2016/2017



### BCMW Head Start Outcomes 4 Year Olds 2016/2017

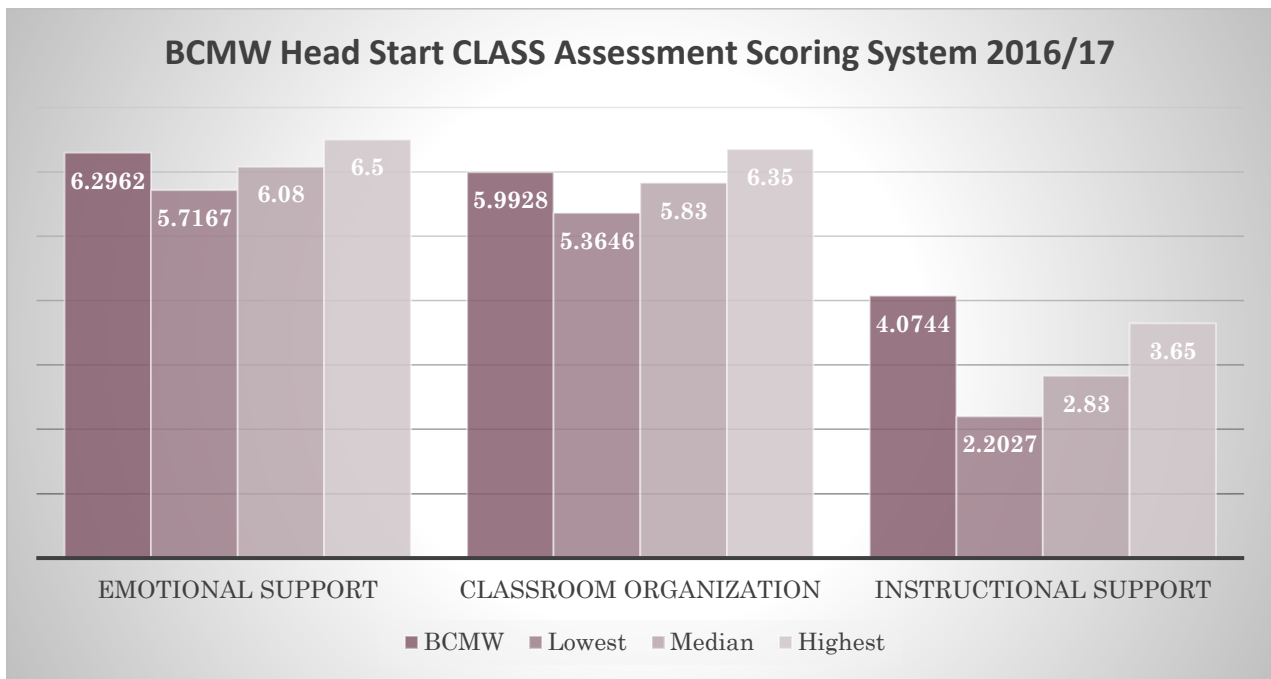


### BCMW Head Start Comparison Male Involvement vs. Non Male Involvement 2016/2017



*Do not educate your children to be rich. Educate them to be happy.  
So when they grow up, they know the value of things, not the price.*

# CLASS



| DOMAIN            | Score  | DOMAIN                 | Score  | DOMAIN                | Score  |
|-------------------|--------|------------------------|--------|-----------------------|--------|
| Emotional Support | 6.2962 | Classroom Organization | 5.9928 | Instructional Support | 4.0744 |

The Classroom Assessment Scoring System (CLASS<sup>®</sup>) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions which capture more specific details about teachers' interactions with children.

CLASS is scored by trained and certified observers using a specific protocol. Following their observations of teacher-child interactions, CLASS observers rate each dimension on a 7 point scale, from low to high. Scores of 1-2 mean the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children would receive low scores.

Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are not effective or are absent.

Scores of 6-7 mean that effective teacher-child interactions are consistently observed throughout the observation period.

During the CLASS observation reviewers independently review and score each classroom using a computer-based scoring system in the Office of Head Start Monitoring Software (OHSMS). After the review OHSMS averages the scores across the grantee to result in grantee-level dimension scores. The dimension scores are then used to calculate the grantee-level domain scores. Reviewers do not have access to the grantee level score during or after the review. Below are the actual scores for 2016-17.

## COMMUNITY ASSESSMENT SUMMARY

The Community Needs Assessment describes the context in which Head Start programs operate and is useful for ensuring that the correct services are provided to the appropriate population. The assessment paints a picture of the community and describes the diverse needs of families who may receive services. In addition, the community assessment covers the community's history, its economic and political scene, and its strengths and challenges.

Our current Community Needs Assessment was conducted in 2017, and will be annually reviewed and updated to reflect any significant changes.

Even though the families in the service area are very self-reliant and have a strong sense of community, poverty has increased due to the lack of jobs. Many families have lost jobs, and are in need of assistance.

Collaboration with other community organizations, both public and private, will ensure that the provision of services is comprehensive, non-duplicated and community-based.

Looking at just the state funded Pre-L in the area, it is observed that most, if not all the four-year old's, are likely to be served by the schools.

| State Pre-K Services |         |          |        |            |
|----------------------|---------|----------|--------|------------|
| Bond                 | Clinton | Franklin | Marion | Washington |
| 116                  | 157     | 169      | 206    | 88         |

As a result of this, BCMW will consider using the conversion option in order to shift services away from Pre-K and into Early Head Start. The pregnant women and younger children services still show a strong demand and may be worthy of program refocusing.

## EXTERNAL REVIEWS



The Office of Head Start (OHS) assesses grantee compliance through a monitoring system that is aligned with a comprehensive five-year continuous oversight plan. Reviews of Head Start agencies are conducted by the OHS under the authority of the [Head Start Act](#) to determine whether Head Start agencies meet regulatory requirements with respect to program, administrative, and financial management, and to help programs identify areas for improvement and areas of strength as part of their ongoing self-assessment process.

The following information shows the reviews that have been issued or are currently scheduled for BCMW Head Start:

- **Environmental Health and Safety** [PDF, 333KB] Completed in February 2015; Result, No Non-Compliances; therefore, no corrective action needed.
- **Teacher-Child Interactions, as addressed through CLASS®** [PDF, 576] Completed in March 2015; Result, positive.
- **Fiscal Integrity** [PDF, 382KB]/**ERSEA** [PDF, 244KB] Completed in April 2015; Result: One (1) Non-Compliance: Fiscal – Procurement – 230 App A(A)(2)(g). Overview of Findings dated June 22, 2016. Previous open compliance finding is now closed; therefore, no additional corrective action needed.
- **Comprehensive Services and School Readiness** [PDF, 591KB] Completed in December 2015; Result, No Non-Compliances; therefore, no corrective action needed.

- **Management Systems and Program Governance** [PDF, 531KB] Completed in April 2016; Result: One (1) Non-Compliance: Recordkeeping Systems – 1304.51(g). Overview of Findings dated March 13, 2017. Previous open compliance finding is now closed; therefore, no additional corrective action needed.



State of IL, Department of Children & Family Services (DCFS), day care center licenses are current and in good standing for all six (6) centers presently servicing children.



Child & Adult Care Food Program (CACFP) administrative review was conducted on December 1<sup>st</sup> & 2<sup>nd</sup>, 2014. Corrective action plan was required for Monitoring & Training. Technical assistance was provided and a corrective action plan was implemented. The plan was determined complete and is now closed.



BCMW Community Services independent auditor’s report on internal control over financial reporting, compliance, and other matters based on financial statements in accordance with Government Auditing Standards was conducted by Sikich Certified Public Accountants for the fiscal year ending on June 30, 2017. Report is available.

### “Did You Know....”

👉 BCMW Head Start continues the usage of **iStartSmart** mobile HATCH Tablets since August 2015. Each classroom and home base is equipped with the preschool learning tablet that uses technology to build school readiness skills and improve outcomes. Pre-loaded with research-based early learning software and apps. Hand-picked by experts, it monitors child progress as they play, showing adults exactly what each child knows. Unique reporting tools allow administrators to see faster child learning results allowing for personalized learning and refocused instruction.

👉 BCMW Head Start introduced a Recycle Study Unit to the children in February. The theme included Reduce, Reuse and Recycle. The classrooms collected trash such as newspapers, water bottles and soda cans. They then discussed what they could make out of the trash they collected. This activity also taught them how to sort the different materials. The unit included many other activities related to recycling using songs and books to illustrate. One classroom made a remarkable recycling machine. The children were instructed to place trash in the machine; the machine equipped with sound and smoke recycled the trash producing a new product at the end of the process!





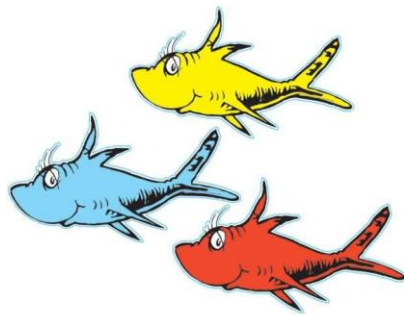
👉 BCMW Head Start incorporated into its curriculum, **Teaching Strategies GOLD (TSGold)**, several years ago. The Teaching staff and Education team have been trained in the technology to provide a seamless system for assessing children from birth through kindergarten. Extensive field tests have shown it to be both valid and reliable.

The 38 objectives at the heart of TSGold guide teachers through the assessment cycle, helping them to link observable behavior to essential early learning requirements and predict likely next steps in every area of development and learning.

The objectives cover 10 areas of development and learning, indicated below. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of a given objective and help clarify the behavior it addresses.

|                                 |                     |                         |                   |               |
|---------------------------------|---------------------|-------------------------|-------------------|---------------|
| 1. Literacy                     | 2. Mathematics      | 3. Science & Technology | 4. Social Studies | 5. The Arts   |
| 6. English Language Acquisition | 7. Social-Emotional | 8. Physical             | 9. Language       | 10. Cognitive |

👉 BCMW Head Start, in partnership with the local communities, holds **Book Drives** throughout February and March to collect new and slightly used books. Events are planned during Dr. Seuss week to distribute the books to children and their families in an effort to promote literacy. Book walks, Bingo, Ring-Around the Rosie and Minute to Win It, are just a few of the parent/child activities planned to allow the children an opportunity to win numerous books.



👉 BCMW Head Start continues to promote Male Involvement to encourage positive male role models in the lives of our children. Male figures and their children are united throughout the program year for special activities and events to foster and promote positive mentoring for the next generation.



  
**FAMILIES NEED  
FATHERS**

👉 BCMW Head Start purchased Smart Boards for all classrooms this year. They were installed at child-appropriate heights, allowing easy access for our young children. These Smart Boards increase peer-to-peer dialogue and engagement, as well as thoughtful, teacher-led activities. With these easy to schedule activities teachers can plan for the entire school year or just one day at a time! The teachers can utilize real photography and scaffolding for every lesson. Scaffolded levels allow children to develop at their own pace without feeling like they are behind their friends. Teachers have unique opportunities to collect language samples and storytelling recordings that monitor the children's comprehension of language concepts. Teachers are also capable of saving audio & video clips of children's work and document their progress over time. This gives teachers information to pass on at parent/teacher conferences. The Smart Boards come with over 1,600 research-based activities in English and Spanish that build fundamental skills in math, literacy, science, and social studies.



# COMMUNITY PARTNERSHIPS

Volunteers Making Cot Sheets



Oral Health Care



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