



“... to dedicate itself to the success of all students through its excellent teaching and to prepare competent and effective P-12 teachers and other school professionals, including school administrators and counselors, to function in highly complex and diverse settings and to promote academic excellence and student success in order to build a better future for individuals in the territory and the Caribbean.”

Written Testimony of Karen Harris Brown, Ph.D., MPH, CCC-SLP
Dean, UVI School of Education

TESTIMONY: Role of School of Education in Early Childhood Care and Education
The Committee on Education and Workforce Development
September 21, 2023

Good Day, Honorable Senator Marise James, Chair of the Senate Committee on Education and Workforce Development, distinguished members of this Committee, and the listening audience. I am Dr. Karen Harris Brown, Dean and Professor of the UVI School of Education. Thank you for the opportunity to present this testimony. The focus of this testimony is on the role of the UVI School of Education in Early Childhood Care and Education in the U.S. Virgin Islands.

I would like to begin with the following quote:

The ideal environment would support children’s desire to find out about things, facilitate the process of discovery, and in general, meet children’s needs.

Alfie Kohn

Today’s goal is twofold: to walk you through national and local standards, as well as research-based best practices of early childhood care and education to (1) enhance your current knowledge of expectations for professionals and programs charged with early childhood care and education of one of our most vulnerable populations, young children, and (2) provide a comprehensive description of the UVI School of Education’s multiple roles and contributions to early childhood care and education in the VI community.

On a global level, early childhood care and education is part of a standards-based/accountability movement. There are national and local standards that specify what children should know and be able to do developmentally, during preschool, and at various grade levels after entering school. In addition to these specifications, this standards-based/accountability movement also stipulates the requisite knowledge, skills, and dispositions of those providing early childhood care and education services to our youngest residents and their families.

Nationally, all of the 50 states, the District of Columbia, Puerto Rico and now the U.S. Virgin Islands have required specialized training for teachers in the form of certificates/licenses that cover various age ranges from birth through grade 12 and include special education; ninety-four percent (94%) of the 50 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands have workforce core knowledge and competencies in place; almost half of the 50 states and the District of Columbia (46%) require a bachelor of arts (BA) degree for preschool teachers in publicly-funded programs; and thirty-nine percent (39%) of the 50 states exceed the minimum requirements of a high school diploma or equivalent credential and a specific infant/toddler credential or certificate for staff working with infants and toddlers in publicly-funded programs.

There are minimal competencies that persons teaching young children should meet: (1) all domains of young children's development; (2) content and desired outcomes that have been shown to be significant for young children's development and learning; (3) knowledge of the characteristics, processes, and sequences of early learning and skill development; (4) appropriate, specific expectations related to children's ages or developmental levels; and (5) cultural, community, linguistic, and individual perspectives. In addition, early childhood care and education programs include an increasing number of children with disabilities and developmental delays, requiring those persons working with them to possess specific knowledge and skills. Similarly, there is a growing number of young children with English as a second (or additional) language, requiring knowledge of second language learning and culturally responsive family engagement.

The School of Education at the University of the Virgin Islands prepares individuals for the early childhood care and education workforce through its Inclusive Early Childhood Education programs. The curricula for both our preparatory programs and early learning laboratory (discussed in greater detail later in this testimony) are guided by standards and research-based best practices for working with young children *and their families*. The National Association for the Education of Young Children (NAEYC) professional standards and competencies for early childhood educators, as well as program standards. The six NAEYC professional standards include Child Development and Learning in Context; Family-Teacher Partnerships and Community Connections; Child Observation, Documentation, and Assessment; Developmentally, Culturally, and Linguistically Appropriate Teaching Practices; Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum; and Professionalism as an Early Childhood Educator. The 10 NAEYC program standards emphasize the following areas: relationships; curriculum; teaching; assessment of child progress; health; staff competencies, preparation, and support; families; community relationships; physical environment; and leadership and management.

Becoming a professional early childhood educator means acquiring the competence to understand, critically reflect upon, and incorporate all six of these professional standards. It is the incorporated conception of the following that denotes a professional early childhood educator:

› “Child development › Each individual child › Family and community contexts and other influences on individual development and the ability to build respectful reciprocal relationships with families and communities › The use of observation and assessment to learn what works for

each child and for young children as a community learning together › The use of a repertoire of appropriate pedagogical practices › Early childhood curriculum › The application of professional knowledge, disposition, and ethics” (NAEYC, 2019).

[Professional Standards and Competencies for Early Childhood Educators | NAEYC](#)

[The 10 NAEYC Program Standards | NAEYC](#)

The NAEYC emphasizes Developmentally Appropriate Practice (DAP). These are approaches that support each child’s best development and learning through a “**strengths-based, play-based approach to joyful, engaged learning.**” When early childhood care and education professionals engage in Developmentally Appropriate Practice, we are fostering each child’s strengths, considering their funds of knowledge, and “recognizing the multiple assets all young children bring... as unique individuals and as members of families and communities.” Learning through play should be a fundamental aspect of the curriculum. Further, there are six key and interconnected themes of practice:

- creating a caring community of learners;
- engaging in reciprocal partnerships with families and fostering community connections;
- observing, documenting and assessing children’s development and learning;
- teaching to enhance each child’s development and learning;
- planning and implementing an engaging curriculum to achieve meaningful goals; and
- demonstrating professionalism as an early childhood educator

The USVI Early Learning Guidelines Offer requisite knowledge, understanding, and skills of young children for kindergarten readiness (2010). Developmentally appropriate practice serves as a foundation. The Division for Early Childhood (DEC) Recommended Practices provides direction to parents and professionals who work with young children who have or are at risk for developmental delays or disabilities. There are eight practice areas: leadership, assessment, environment, family, instruction, interaction, teaming and collaboration, and transition. (2014). [Recommended Practices | DEC \(dec-sped.org\)](#)

As you can see and hear, the NAEYC standards and Developmentally Appropriate Practice, USVI Early Learning Guidelines, and DEC Recommended Practices are in alignment. These standards and practices demonstrate themes that highlight developmentally appropriate practice, cultivating reciprocal relationships with families and the community, assessment of student learning, among others.

Now, let us delve further into the UVI School of Education’s preparation for the early childhood care and education workforce. Guided by the above standards and practices, the School of Education Inclusive Early Childhood Education (IECE) curriculum demonstrates a commitment to creating meaningful learning experiences supporting; supporting and encouraging children’s natural curiosity; providing opportunities for inquiry and exploration (Krogh & Morehouse, 2014; NAEYC, 2022). Our curriculum comprises *developmentally appropriate* plans for

engaging young children, and highlights/targets experiences through which young children will develop knowledge, skills, abilities, awareness, and comprehension. (Krogh & Morehouse, 2014; NAEYC, 2022)

The Associate of Arts degree in Inclusive Early Childhood Education (IECE) is one of two, degree programs with emphasis on the care and education of young children in inclusive early childhood settings. This program provides a broad knowledge of and skills in promoting development and learning across the birth through age eight range, with emphasis on young children from infancy to age 5 years. This requisite knowledge and skills prepare early care and education personnel to support young children and their families through appropriate curriculum and assessment methods, as well as collaborative practices in culturally competent, ethical, and legal ways. The IECE program is designed to ensure that students learn about the variability of young children and the adaptations and modifications that can be made to ensure best practices in developmental and learning experiences for all children. The program stresses the importance of natural environments, play support, and the integration of developmental/learning experiences into the curriculum. Students are trained to assume the primary role of facilitators of child development and learning, parent/caregiver-child relationships, and engaging families. The program meets the needs of early childhood care and education providers and individuals working with young children in the following early childhood care and education settings: center-based infant-toddler, center-based preschool, family childcare, home visitor, and kindergarten.

The Inclusive Early Childhood Education (IECE) major is consistent with the University's liberal arts focus. In addition to general education requirements, the following education courses are required:

Introduction to IECE in the U.S., Caribbean & Global Contexts

This course is designed to introduce inclusive early childhood education practices with emphasis on historical perspectives, theories, current trends, and developments in a global society. The course engages adult learners in espousing the knowledge, skills, and dispositions necessary to promote global-minded providers of early care and education, using developmentally appropriate learning experiences. We do not wait until the end of the program to provide hands-on experiences. A 10-hour field experience requirement is added to this course.

Early Childhood Development and Inclusive Environments I

In this course students gain thorough knowledge and skills in the development of children, pre-natal to age three years, through the study of developmental domains and the holistic nature of development. The course provides a core foundation of knowledge essential to students' understanding of work with all young children, including children with and without disabilities.

Early Childhood Development and Inclusive Environments II

This course provides the student with an in-depth understanding of the developmental domains, variability in patterns of child development from three years to eight years, the major influences on development, as well as the concept of developmentally appropriate inclusive environments.

Family and Community Relationships

This course provides the basis for understanding patterns of family dynamics and for building partnerships, effective communication, and collaboration skills with all families, including families who have children with disabilities.

Promoting Positive Socio-Emotional Foundations of Early Learning

This course introduces the student to methods of child guidance and group management that foster the development of self-esteem, self-control, and self-discipline/self-regulation in children in a developmentally appropriate context.

Inclusive Early Childhood Curricula and Assessment

In this course the student will learn how to plan, implement, and monitor children's progress in developmentally and individually appropriate play and learning activities in a variety of inclusive settings. Course content focuses on curriculum development and integration curriculum areas such as language and literacy, mathematics and problem-solving, science, social studies, health, safety, and nutrition, art, music, and movement education.

Promoting Language and Literacy in Early Childhood Education

This course provides students with the research-based principles and practices for providing children through the age of five with a strong foundation in receptive and expressive language early reading and writing within a developmentally appropriate approach.

Supervised Field Experience in Designing and Implementing Inclusive Early Childhood Education Programs II

This course provides students with an opportunity for hands-on experiential learning through opportunities to observe, develop, and implement developmentally appropriate methods, best practices, and services under the supervision of qualified professionals in a variety of settings in which young children and their families are served.

Students completing the Associate of Arts degree requirements in Inclusive Early Childhood Education (IECE) Program are encouraged to apply to the Bachelor of Arts in Inclusive Early Childhood Education Program. Courses completed successfully can be transferred to the B.A. program. The BA program is designed to provide students with a foundation of knowledge about child development in children from birth through age 8 years. Knowledge about atypical development and strategies to include children with developmental challenges are major components of this course of study. Students are prepared to become effective, professional teachers who value the collaborative relationships among and between schools, teachers, families, and therapists in a variety of disciplines in furthering children's development. Like the AA degree program, students are required to complete both the general education and education requirements in Communication, English, Science, (or two semesters of laboratory science), and Mathematics.

In addition to courses taken in the AA degree IECE program, the following education courses are required for the BA IECE program:

Introduction to Special Education

This introductory course was designed to expose adult learners to children with exceptionalities. The course focuses on the various categories of disabilities, the associated characteristics, etiology, prevalence, causes, and academic interventions based on the nature of the disability

Teaching Reading and Literacy in Inclusive Early Childhood Education

This course is designed to provide an understanding of the reading process, as well as a detailed view of research-based principles of effective literacy instruction from kindergarten to third grade for all children, including children with disabilities. A two-hour weekly field experience is required.

Teaching Mathematics in Inclusive Early Childhood Education

The foundation for children's mathematical development is laid in the earliest years. In this course, students will learn how to apply broad and varied concepts that will help young children learn mathematics with understanding, actively building new knowledge from experience and from prior knowledge. Emphasis is on patterns, shapes, numbers, measurement, and space with increasing difficulty.

Creative Arts and Expression in Inclusive Early Childhood Education

This course is designed to provide the student with knowledge, strategies and skills needed to encourage children to learn in, through and about creative arts while actively engaging in quality, developmentally appropriate and meaningful experiences expressed through play and reflecting their own cultures.

Teaching Science in Inclusive Early Childhood Education

This course prepares inclusive early childhood education teachers to plan, integrate, and implement science concepts for children from birth to eight years of age. The course includes developing an inquiry-based science program for young children that promotes exploration, discovery, development of hypotheses, description, and analyses to promote science learning.

Integrating and Adapting Curriculum across the Content Areas

This course prepares teacher candidates to integrate and link the different content areas (social studies, mathematics, science, language/literacy, creative arts and expression) to create a more meaningful curriculum.

Teaching STEM in Inclusive Early Childhood Education

This course is designed with an interdisciplinary curriculum approach in the areas of science, technology, engineering, and math (STEM).

Instructional Design and Technology

This course engages teacher candidates in practice application of audiovisual methods and materials for instruction including the operation of equipment, computer uses and the planning and effective use of instructional technology with special emphasis on the development and use of training aids.

Assessment for Effective Teaching in Inclusive Early Childhood Education

This course prepares teacher candidates to develop a basic understanding of the assessment process and learn how the results of assessment are linked to teaching and guiding young

children from birth to eight years of age. In addition, they learn how to share assessment results with parents and other professionals.

Student Teaching in Inclusive Early Childhood Education

This is the culminating experience in the Inclusive Early Childhood Education program. It provides the opportunity for the student teacher to put theory into practice under the guidance of a certified teacher and a university supervisor, allowing gradual induction into the role of a professional teacher. Feedback and assessment are given in terms of growth in the understanding and abilities needed to assume the responsibilities of a beginning teacher. Emphasis is placed on helping the student teacher become a reflective professional. Cooperation among the classroom teacher, university supervisor and administrators is essential.

Collaboration with VI Department of Education

For years, the UVI School of Education has been collaborating with the VI Department of Education through “grow your own” cohorts. In summer term 2023 24 VIDE teachers were enrolled in four early childhood education courses. In fall 2023, 26 VIDE teachers were enrolled in the final early childhood education course of this specialized series. During the 2022-2023 academic year, 16 students graduated with a BA in Elementary Education, two graduated with a BA in Inclusive Early Childhood Education, and one with an AA in Inclusive Early Childhood Education. That one student who graduated with an AA degree rematriculated the semester after graduation and is completing the BA in IECE. Currently, there are 20 students enrolled in the Inclusive Early Childhood Education programs in the fall 2023 semester. With the currently enrolled 26 VIDE teachers, the total number is 46 students. Data on enrollment can be found in Appendix A.

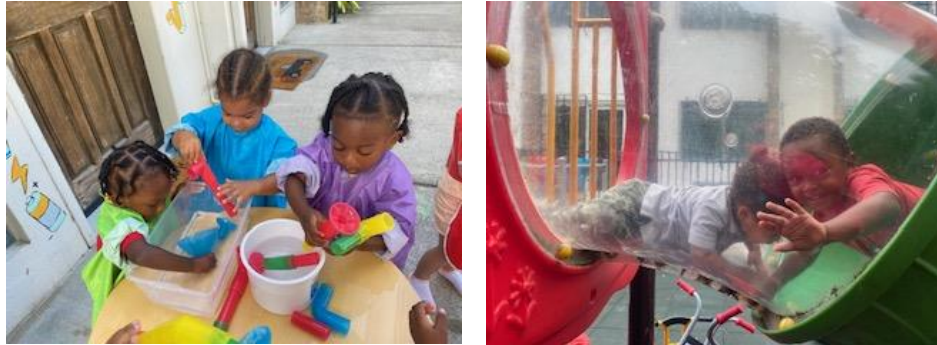
Collaboration with VI Board of Education

The VI Board of Education and UVI School of Education are collaborative partners. Together, these partners have reviewed and revised policies regarding teacher certification eligibility and requirements. Most recently, the VI Board of Education invited the School of Education to present a workshop on early childhood education curriculum in August 2023.

UVI Little Bucs Inclusive Early Learning Center

Established in 2019, the Little Bucs Inclusive Early Learning Center is a lab school that provides early childhood care and education to children 2 – 8 years of age, in an inclusive setting. Children with and without disabilities are enrolled. Housed in the UVI School of Education, the lab school offers field experience opportunities to Inclusive Early Childhood Education (IECE) majors. Ms. Sherryl Tonge-George serves as the Director. Robin Clarke-Thompson serves as the Program Coordinator. While children of UVI students and employees have priority enrollment, in that order, services are also available to children of the VI community. The curriculum of choice is the Creative Curriculum for Preschool, a comprehensive, research-based preschool curriculum that helps teachers **nurture children's curiosity** and encourage **learning through play**. In addition, the curriculum builds children's confidence, creativity, and critical thinking skills through hands-on, project-based investigations and has a strong parental component that allows parents to be connected to their children's learning. **STEM is continuously introduced to provide a strong foundation from early childhood.** For three years, the Little Bucs Inclusive Early Learning Center has hosted a **summer camp focused on science and sports**. Currently, there are 22 children enrolled on the Orville E. Kean campus in St. Thomas and 16 children

enrolled on the Albert A. Sheen campus in St. Croix. The pictures below show children at Little Bucs exploring and engaging in joyful learning. Appendix B provides a copy of two newsletters to parents.



Through the lab school we have hosted a professional learning series that highlighted topics such as developmental monitoring and developmental screening, presented by Dr. Karen Harris Brown, Dean, and autism, for Virgin Islands early childhood care and education providers in spring 2023. The two-session autism training was conducted by Dr. Sarah Wiegand, an Assistant Professor of Education at the University of New Mexico with extensive background and experience in autism spectrum disorders. She was trained at the University of Georgia. The lab school has received equipment funded by the US Department of Agriculture (USDA) – for distance education. Equipment was installed on both campuses. The goal is to engage families and early childhood care and education providers training through professional learning communities on a variety of related topics. The Principal Investigator (PI) of this USDA grant is Dr. Brown. As part of a partnership with the Environment Rating Scales Institute (ERSI), the agency that serves as the only authorized trainers of the Early Childhood Environment Rating Scale Third Edition (ECERS-3), a tool designed to assess process quality in early childhood programs, the DHS Office of Child Care & Regulatory Services (OCCRS) embarked on sponsoring reliability trainings on this assessment tool, and identified the **Little Bucs Inclusive Early Learning Center** as a high-quality program, where they would take observers into preschool classrooms during these trainings to practice using the ECERS-3 scale. Visitors included representatives of the U.S. Department of Health and Human Services (HHS).

Collaboration with the Regional Educational Laboratory Northeast & Islands (REL-NEI)

Last, but certainly not least, the School of Education has been working in partnership with the Regional Educational Laboratory Northeast & Islands program. Specifically, we have been participating in the **USVI Partnership to strengthen the early childhood workforce** in the Virgin Islands community. The goal of this partnership is to meet the need to improve kindergarten readiness and elementary outcomes for prekindergarten (PreK) – grade 3 students in the USVI, particularly in literacy, numeracy, and social-emotional learning, by strengthening the early childhood care and education workforce and increasing the numbers of teachers obtaining early childhood education (ECE) certification. A staunch supporter of ECE certification, the School of Education advocated for the certification of Inclusive Early Childhood Education (IECE) program completers to take the ECE Praxis 2 certification exam. Prior to this, IECE program completers had to take and pass the Praxis 2 elementary education certification exam

only. There was no option to complete the ECE Praxis 2 certification exam, the subject matter for which these program completers were prepared.

In SUMMARY, the School of Education at the University of the Virgin Islands is:

- Preparing the early childhood care and education workforce
- Collaborating to determine policies for certification eligibility
- Collaborating on Advisory Boards with technical assistance
- Serving as a direct service provider

Senator James and Members of the Committee on Education and Workforce Development, on behalf of the University of the Virgin Islands, School of Education, thank you for the invitation to bring this testimony.

References

Division of Early Childhood. (2014). DEC recommended practices. Council for Exceptional Children.

[Recommended Practices | DEC \(dec-sped.org\)](https://dec-sped.org/recommended-practices)

NAEYC. (2022). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition (Fully Revised and Updated). United States: National Association for the Education of Young Children.

Government of the Virgin Islands (2010, April). United States Virgin Islands early learning guidelines.

Appendix A

VIDE Teachers Course Enrollment

Course	Summer 2023	Fall 2023
EDU 101	24	
EDU 111	24	
EDU 215	23	
EDU 219	23	
EDU 216		26

**Inclusive Early Childhood Education Enrollment
by Academic Years**

Degree	Major	AY 1819	AY 1920	AY 2021	AY 2122	AY 2223	Fall 2023
AA	Inclusive Early Childhood	16	16	12	13	8	6
BA	Inclusive Early Childhood	26	33	17	14	12	11
BA	Pre-Inclusive Early Childhood	12	7	2	3	5	3
Total:		54	56	31	30	25	20

GRAD_TERM	DEGREE	MAJOR	CAMPUS
202208	BA	Elementary Education	M
202301	BA	Elementary Education	M
202301	BA	Elementary Education	C
202301	BA	Elementary Education	T
202301	BA	Elementary Education	M
202301	BA	Elementary Education	C
202301	BA	Elementary Education	M
202301	BA	Elementary Education	T
202208	BA	Elementary Education	T
202301	BA	Elementary Education	M
202301	BA	Elementary Education	T
202208	BA	Elementary Education	T
202301	BA	Elementary Education	M
202208	BA	Elementary Education	C
202301	BA	Elementary Education	M
202301	BA	Elementary Education	M
202301	BA	Inclusive Early Childhood Edu	T
202208	BA	Inclusive Early Childhood Edu	C
202208	AA	Inclusive Early Childhood Educ	T

Appendix B

CLASSROOM NEWS

February 2023



Observing newly emerged butterflies



Insect hunt



In addition to our insect study, students worked on scissors, coloring, writing skills, and more. We participated in activities around name recognition, letters 'Ff' and 'Gg', and numbers 7 and 8.

★ HIGHLIGHTS ★

The month of January has been busy, and we've had so much fun. The students continue to grow in so many ways, and they have learned so much.

If you have heard the song, "The Bees in the Garden go Buzz, Buzz, Buzz..." it's because this past month we have studied 'Insects'. Whenever we are outside, the children always show immense interest in insects, so it's no surprise that they were fully engaged in this study. The children observed a caterpillar's life cycle to becoming a butterfly. The children were quite fascinated by the changes that occurred and were extremely anxious to see those beautiful butterflies emerge from their chrysalises. The students assisted in setting up the butterfly habitat, feeding the butterflies, and reluctantly freeing them into nature. We caught a few insects around our school and assembled our DIY butterfly feeder.

At home, you can continue to talk with your child about the different kinds of insects seen around you. Be sure to point out their features, such as the colors, patterns, number of legs etc.

BOOKS READ

- National Geographic Kids: *Buzz, Bees!*
- National Geographic Kids: *Butterflies*
- *The Grouchy Ladybug*
- *How Are You Peeling?: Foods with Moods*

DATES TO REMEMBER

2/14 - Valentine's Day

2/20 - Green Day

2/23 - Field Trip (Museum)



Summer

Learning

The University of the Virgin Islands Inclusive Child Care Lab & Diagnostic Center

From the Director's Desk

Dear Parents,

Thank you for an amazing summer! This has been one summer for the books and it's because of you.

We sang and danced. Our taste buds were filled with tasty treats. We explored the worlds of science through engineering, space science, physics and more.

Your support is what helped to make the learning experiences worthwhile. We look forward to creating more learning opportunities for your children.

Stay safe and healthy. Enjoy the remainder of your summer.

Warm regards,

Sherryl Tonge-George

"Children are the living message we send to a time we will not see." ~ Neil Postman



Math + Science = Fun Times



Hands on learning is what we do! Students explored items that will sink and compared them to items that float. They used their math skills to purchase materials (spaghetti, tape, marshmallows) to build a spaghetti tower by investigating the engineering process. And they discussed the processes of chemical reactions, buoyancy and so much more!



Volume 1, Issue 1

July 30, 2021

Special points of interest:

- Music Mondays
- Tasty Tuesdays
- Workout Wednesdays
- Thoughtful Thursdays
- Fun-filled Fridays

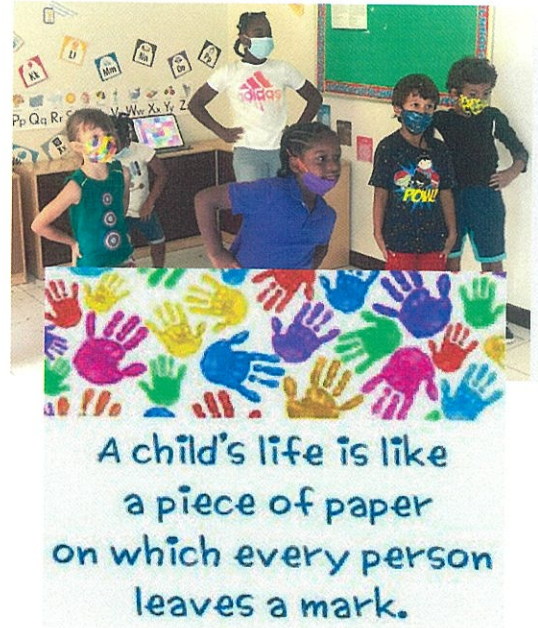
Inside this issue:

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Physical Education	2
Arts & Crafts	3
Scientists at Work	3
Tennis	3
Robotics	4
Marine Science	4

Music Mondays

Learners discovering the sounds of various instruments is music to our ears. They were given the opportunity make discovering sounds and beats with several percussions.

Ms. Leerdam helped learners feel the beats and danced to the rhythms, creating good vibes. Ay Macarena!



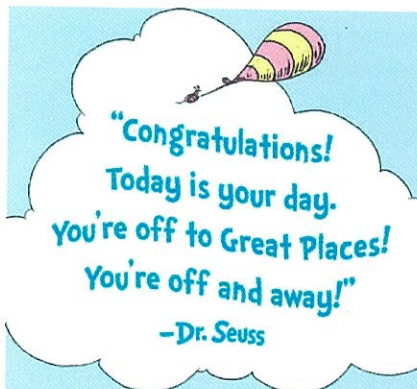
Tasty Tuesdays

Science has never tasted so good! Learners enjoyed tasting the aspects of Earth Space science by learning the Moon Phases. They explored the moon phases and demonstrated their ability to recreate the phases using Oreo Cookies. Some cookies made the display.

Learners also learned about their taste buds. They were able to determine when foods were sour, salty, sweet, spicy, etc. Through a blind-folded activity students had to recognize the taste of various foods.



Workout Wednesdays



Ready, set, go! Each week learners were encouraged to get physically fit. They raced, jumped, danced and played in water.

Ms. Leerdam and Ms. Vasquez cheered the learners on... Put your best foot forward! The young athletes are ready to explore the world of competition. The Olympics must prepare for this group of contenders. They are going places!

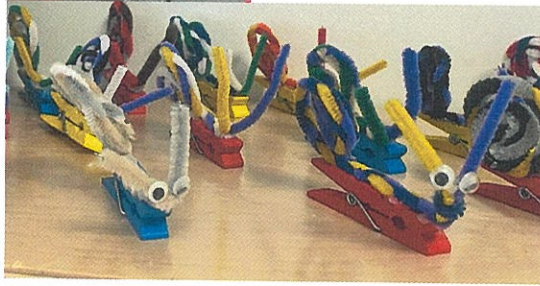


Thoughtful Thursdays



Learners took their arts and crafts and presented their exhibitions to the people they are thankful for—parents, teachers, and others.

The use of gross and fine motors skills were at play during these days. The learners made painted designs of fish, fans, their names, and other creations. They designed little snails to use as holders, especially to close their favorite snack bags.



Mrs. Richardson, Ms. Fregiste, and Ms. Vasquez assisted the little ones.



Fun-filled Fridays

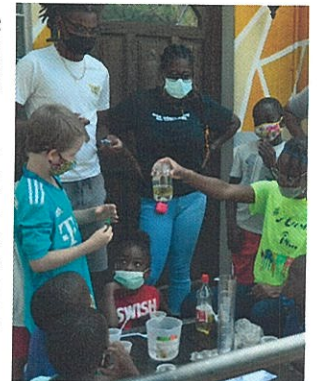


With a focus on STEM and hands-on applications, learners made discoveries when they mixed chemicals. They learned how to use graduated cylinders, make predictions, and record their results.

Learners had to collaborate with their peers on scientific methods to find findings. Ms. Mr. Jarvis' scientific skills

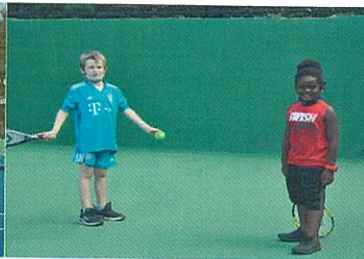


the opportunity with using the science and explore communicate their Spellen and sured scien- were fun!



The Aces of Tennis

Live, learn, serve! The learners were taught tennis skills by Mr. Burt. Watch out, Serena and Nadal, you have stiff competition! They learned how to play as a team and as individuals — or in the world of tennis, doubles and singles. Self-confidence, self-discipline, accountability, sportsmanship, and coordination are skills that developed over time as the learners built their tennis playing expertise.



The University of the Virgin Islands Inclusive Child Care Lab and Diagnostic Center

University of the Virgin Islands
St. Thomas Campus



For more information, contact Sherryl Tonge-George at 340.693.1334 or sherryl.tongegeorge@uvi.edu



The University of the Virgin Islands Inclusive Child Care Lab and Diagnostic Center is one among the first programs of its kind. It was created to enhance the learning of early childhood for students and parents of the historically black university. The program enriches the learning of academics through educational excellence in a diverse, student-centered environment and provides services, such as speech/language and behavioral therapy. In addition, the program provides exposure to the arts, culture, and recreation.

Remember the 3 W's

1. Wear your mask (bring two everyday).
2. Watch your distance.
3. Wash your hands (soap and water for at least 20 seconds).

Be safe and stay healthy!

Meet Our Young Marine Biologist & Roboticians



Open House
August 21, 2023
Agenda

Welcome:

Mrs. George, Little BUCS Inclusive Early Learning Lab, Director
Ms. Clarke-Thopson, Coordinator
Ms. Michael, Teacher
Ms. Bannis & Ms. Joseph, Assistant Teacher

Welcome: New parents and returning parents.

New name: "Little BUCS Inclusive Early Learning Lab"

Teaching Strategies Curriculum (toddlers & preschool)/classroom setup

Parent Handbook (friendly reminder)

Absent/sick/vacation (email, phone call or WhatsApp)

Daily supplies (water bottle, food, etc.)

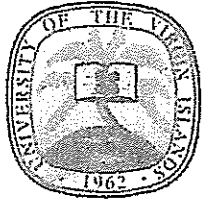
Application (friendly reminder)

Photos of individuals who you named to pick up your child.

Pickup time and drop off time.

Field trip form.

Holidays and closures.



University of the Virgin Islands

School of Education

Child Care Lab

"Children are living messages we send to time we cannot see"

August 16, 2023

Dear Parents,

It is my pleasure to welcome you to the new school year. We realize that you have a choice in preschools, however you have either chosen to return or you are a new parent, and we do not take such an important decision lightly.

We endeavor to do our best to help your children develop and get prepared for kindergarten. Let me assure you that we cannot do it without your help, so expect us to call on you from time to time. Any concerns that you may have, reach out to us and we will do our best to ensure that you are a satisfied parent or guardian.

We have changed the name of the center to "Little BUCS Inclusive Early Learning Lab" which makes it sound a bit friendlier.

I look forward to meeting in person at the next parents' meeting

Kindest regards,
Sherryl Tonge-George
Director