

Laguna Department of Education



DIVISION OF EARLY CHILDHOOD

PARENT HANDBOOK
2022-2023



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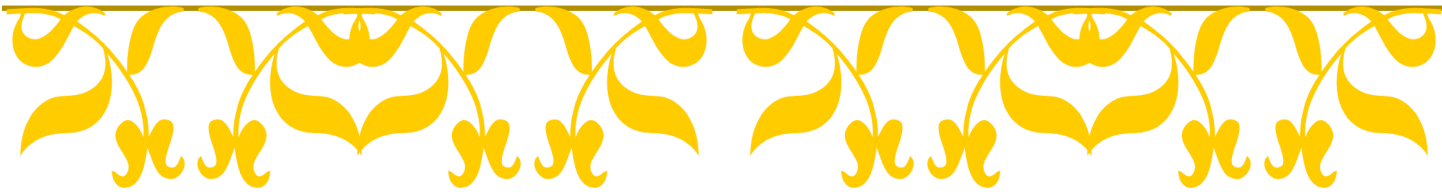
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**Laguna Department of Education
Division of Early Childhood
COVID-19 RESPONSE:
SCHOOL RE-ENTRY
+++Committed to Implementing a Safe School Environment+++**

The Laguna Department of Education Board and Administration are committed to provide the safest environment possible for our students and staff. Full re-entry to school is extremely important, in regards to the achievement gap, which has grown due to the years of at-home and hybrid learning. LDoE is committed to meeting the long term academic and social needs of our students as we welcome them back to our campuses.

**LDoE and DEC adhere to the Amended Executive Order No. 7
dated May 10, 2022**

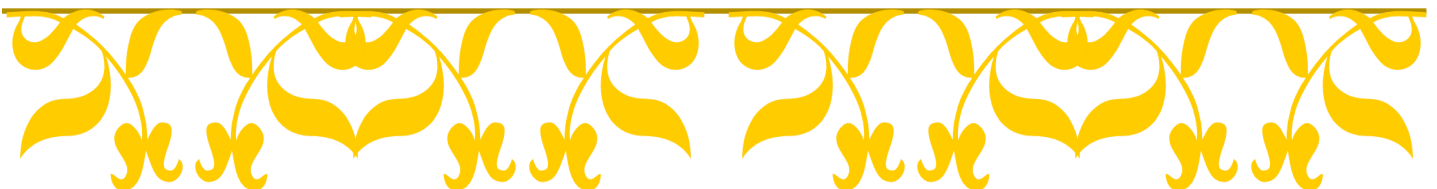
POL COVID-19 Information and Executive Orders can be viewed on the Pueblo of Laguna website: www.lagunapueblo-nsn.gov

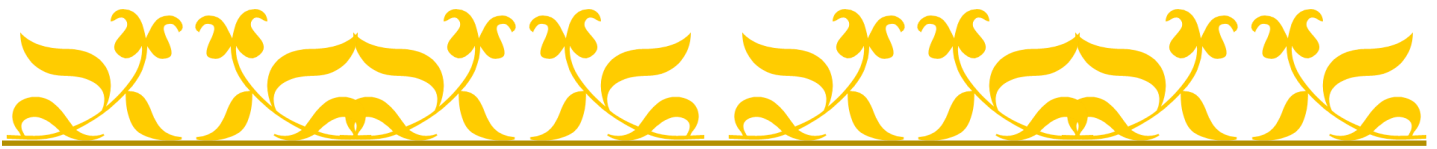
Parents/Guardians must keep in mind the decision to have children at the center is to continue to provide safe services to the children and families.

It is going to take commitment, honesty and integrity from all parents/guardians, staff and families.

We need to remember the consequences of our own personal decisions, not only affects our families being at the center, it affects multiple families, staff and community members.

It is the responsibility of every one of us to follow the guidance set forth by our local EOC.





**PREVENTION
A SHARED RESPONSIBILITY**

DEC IMPLEMENTATION OF THE ESTABLISHED COVID SAFE PRACTICES

- Maintain 6-ft physical social distance
- Wear a mask at all times
- Wash hands often with soap and water or use hand sanitizer

SCHOOL ACCOUNTABILITY

- Mandated staff vaccinations prior to center opening.
- Frequently touched areas will be cleaned throughout the day and disinfected at the end of day .
- Plexiglas accommodations for table time activities and meal service.
- Daily monitoring of temperature prior to entering school facilities and buses.
- Additional staff on site to help monitor compliance of COVID safe practices.
- Rapid Response Plan posted throughout DEC facilities.
- All staff will wear masks in classrooms at all times with the exception of meal time.
- Social Distance markings throughout DEC facilities.
- Hand sanitizing stations throughout the school.
- Air purifying systems will be installed throughout campus.

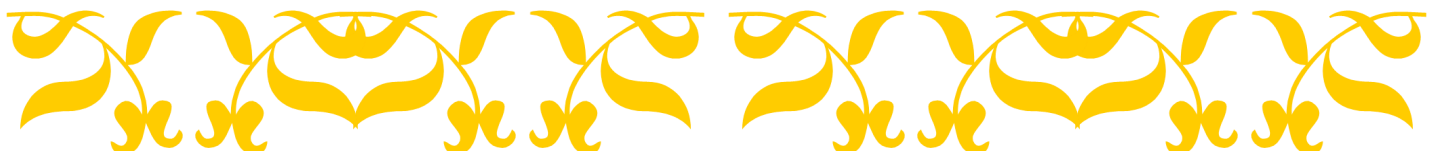
PARENT ACCOUNTABILITY

- Vaccination of all household members of students attending DEC.
- Vaccination of all members on the pick up/drop off list and emergency contact list.
- Pre-screen monitor for COVID symptoms.
- Keep child/ren at home if demonstrating symptoms.
- Remain with child/ren until temperature check (buses and school drop-off) has been completed.
- Ensure child/ren has a clean mask before entering bus and school.

POSITIVE CASES ON CAMPUS

If a student tests positive, LDoE point of contact will be notified. The POL EOC will be notified immediately in order to conduct contact tracing. All students in the class will be placed on a 7-day quarantine and move to virtual learning. Deep cleaning using fogging equipment will take place in the classroom and throughout the school.

If a 5% threshold of staff and students combined, test positive, the school will be closed. Students will revert to virtual learning. Deep cleaning using fogging equipment will take place throughout the school campus.



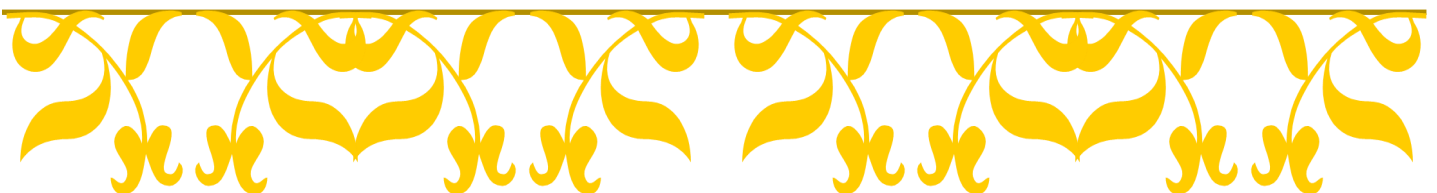


How teachers will support children returning to their classroom after COVID-19 quarantine.

As children return to school it is important that we meet them where they are. We know many children will be returning to us who have experienced additional trauma and stress due to COVID-19 and its surrounding factors. Providing consistency, predictability, and safety through nurturing relationships and supportive environments will help all children with the transition back to school.

- **Schedules:** Update visual schedules including time for new safety procedures, for example extra hand washing will be posted. Reteach new schedule, often and throughout the day.
- **Routines:** Having a consistent, predictable routine provides children with a sense of safety and security. New routines will be taught and practiced throughout the day.
- **Expect Behavioral Changes:** COVID-19 has been hard for all of us. In knowing that behavior always communicates a message, teachers are prepared to see behavioral changes in children as they return to school. Visuals of classroom rules will be posted and retaught across the day. Kids feel safe when they know the expectation and rules.
- **Emotional Literacy:** Children may show a wide range of feelings throughout the day. Validating feelings, talking about them throughout the day, through whole class activities, with individual children, and through story time will provide opportunities to check in with children.

Resource: National Center on Early Childhood Health and Wellness Transitioning back to School



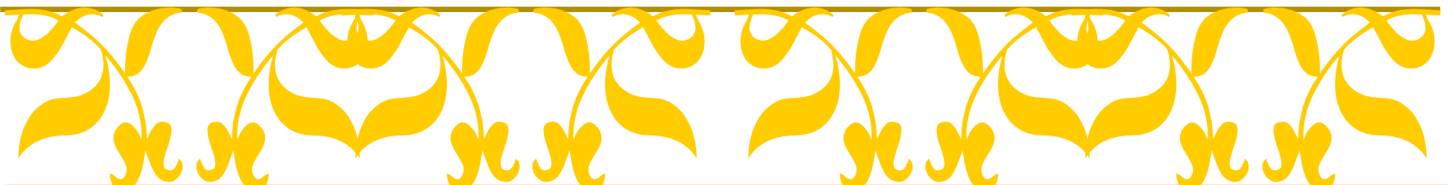


HEALTHY TIPS FOR TRANSITIONING BACK TO SCHOOL

Families can begin to prepare their children for the transition back to school by previewing, practicing routines, and reassuring children that they will be safe.

- **Previewing:** Parents can begin to discuss changes that will be occurring as they return to school. (E.g., “when you go back to school your teacher and classmates will be wearing masks just like you. These masks help to keep everyone safe and healthy from germs.) this includes bus time, to and from school.
- **Practicing Routines:**
 - Set a bed time and wake up time closer to what it should be for the school year.
 - Starting to limit screen time can also support children’s transition back to school.
 - Consider posting a family calendar with the school start date, start a countdown to help your family see how many days are left until school starts.
 - Teach your children how to wear masks properly. Demonstrate how to properly put on/take off masks. Encourage them to practice wearing masks for short periods while at home gradually increasing the amount of time.
 - Encourage hand washing often, have some fun with it by: singing a song, or telling some jokes while washing.
 - Establish consistent house rules about hand washing, including every time before family members leave home and come into the home from outside, after going to the bathroom, and before and after eating.
- **Reassuring:** You or your child may be feeling anxious about returning to school, let them know it’s okay to feel nervous, remind them of the fun they have at school. Remember kids cue off of your feelings, the calmer and more positive you are feeling about going back to school the better they will feel about it.
- **Self-care:** It is also important that parents check in with their own emotions and levels of anxiety. Young children pick up on our stress and worries, we can help them in these moments by labeling our feelings and modeling a strategy. (E.g., “Mom’s feeling a little worried right now, I am going to take (5) big deep breaths to help the worry leave my body”).

Resource: National Center on Early Childhood Health and Wellness Transitioning back to School



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PROGRAM OPERATIONS

Daily Operations Information

PRESCHOOL HEAD START

- ◆ Head Start is a center based program for children ages 3-5.
- ◆ Head Start is in session from 9:00 am—2:00 pm and follows DEC calendar.
- ◆ Head Start follows the LDoE calendar in regards to holidays.
- ◆ Head Start will not have an option for virtual learning.

EARLY HEAD START

- ◆ Early Head Start is a center based program for infants to age 3.
- ◆ Early Head Start is in session from 8:45 am—3:30 pm and follows DEC calendar.
- ◆ Early Head Start follows LDoE calendar in regards to holidays.
- ◆ Home Based services follow LDoE calendar in regards to holidays.
- ◆ Early Head Start will have a total of four virtual learning enrollment slots.

Child Care will not be an option to start the school year but will be re-accessed in January of 2023.

Unscheduled closures and delays

DEC program closures and delays will be announced on local TV and radio stations. **Please make sure DEC has your current contact phone numbers** as early program dismissals are unexpected and parents are contacted as soon as possible. Safety is a priority for all children. Weather related closures that apply to Laguna Elementary or Laguna Middle School also apply to all Division of Early Childhood programs.

Messenger

DEC uses a messaging system on special circumstances to inform parents/families/guardians via phone call, text and/or email. Please be sure your contact information is always up to date with the DEC office.

Withdrawing your Child and Child/Custody

PROCEDURE FOR WITHDRAWING A CHILD FROM PROGRAM:

*A child may be withdrawn by filling out the appropriate forms, please come in and sign the withdrawal form so that another child may be enrolled in that spot.

*Forms are available in the front office.

CUSTODY:

Legal documents must provide clear instructions regarding custody matters. All confidential records will be stored in the child's folder and brought to attention of the staff to avoid confusion.

All staff are required to sign confidentiality statements that prohibits staff from discussing child and family information with anyone other than the legal guardian or custodial parent. Parent's must provide written consent to release confidential records to other professionals or agencies.

If you believe that confidentiality has been breached, please contact the director.

Releasing Children from the Program

PROCEDURE FOR RELEASING CHILD FROM PROGRAM EARLY:

If a parent needs to check their child in or out of the program during the day. Parent/Guardians will have to call the DEC program front office when child is to be checked out of program and identify who is picking up child(ren). Individual will be asked to show identification upon arrival. Parent/Guardian will call front office when on campus and remain in vehicle and must be wearing a mask. DEC program assistant will call the child(ren)s classroom and let classroom teachers know child is being checked out. Program staff will escort the child from classroom to parent vehicle, have the parent sign out and deliver child to parent.

Children will only be released from classrooms to authorized persons listed on the child's application by the legal guardian or parent.

A parent must list authorized persons 18 years of age or older to sign off children from the bus.

No child will be released to anyone suspected of being under the influence or possession of alcohol or controlled substances.

The Laguna Division of Early Childhood sets forth and establishes a sex offender policy to ensure the safe and healthy operation of all DEC programs and program activities for children, families, employees and community. It is DEC policy that any person listed on a sex offender registry will not be allowed to participate in DEC program activities nor be listed on any forms giving them responsibility for a child's care.

To authorize additional persons to pick up a child, the parent or legal guardian must fill out the proper form in person with signature.



**BUS
TRANSPORTATION
SAFETY AND
BUS ROUTES**

BUS TRAFFIC SAFETY

RULES FOR DRIVERS NEAR A SCHOOL BUS

WHEN APPROACHING A SCHOOL BUS WITH FLASHING **RED** LIGHTS:

All vehicles must come to a complete stop when approaching a school bus with the FLASHING **RED** lights and it's stop arm out-children are loading or unloading from bus.

WHEN APPROACHING A SCHOOL BUS WITH FLASHING **YELLOW** LIGHTS:

When approaching a school bus with flashing **YELLOW** lights, all vehicles must slow down. The bus is approaching a designated stop.

CHILDREN MUST BE 3 YEARS OLD TO RIDE THE BUS.

PHS BUS TRANSPORTATION

HELP US TO PROTECT YOUR CHILDREN AS THEY TRAVEL TO AND FROM HEAD START BY OBSERVING THE FOLLOWING GUIDELINES:

Parents should assess their child/ren before they get to the bus stop. Students with a temperature of 100.4 will not be allowed on the bus.

- ◆ All parents and children 3-5 years old must wear a mask at bus stops.
- ◆ Parents at the bus stop must line up following the social distancing rule.
- ◆ Monitor will greet child, take temperature, and conduct health screening.
- ◆ Children with normal temperature will board bus, sanitize their hands and sit at assigned seat.

RULES FOR CHILDREN ON THE BUS

Bus monitors will be present to assist students entering the bus.

1. All seating will comply with the social distance rule, allowing one child per seat.
2. Keep seat belt and restraint buckles on at all times.
3. Stay seated until the bus comes to a complete stop.
4. PLEASE DO NOT ENCOURAGE JUMPING. Please have your child hold the rail and step down.
5. Keep hands and feet to ourselves.
6. Keep hands and feet out of the aisle.
7. Talking is encouraged, using inside voices.
8. Please encourage your child to eat before riding the bus.

HAZARDS

Clothing can create a hazard when getting on/off the bus.

- ◆ Long dangling jackets or sweatshirts
- ◆ Long scarves or loose clothing
- ◆ Rolling backpacks
- ◆ Loose shoe strings
- ◆ Shoes with heels or wheels
- ◆ Flip flop or any open toed shoe.

COMMUNICATION BETWEEN PARENTS AND STAFF:

- * Parents are required to report child or family Covid-19 illness to Ruth Hidalgo, DEC Director or Iris Gallegos, DEC Program Assistant.
- * Parents are required to keep contact information updated.
- * If your child has been absent for 3 days in a row, the bus driver will assume the child is no longer riding the bus and discontinue the bus stop. The parent is asked to call program to let them know if and when the child will resume riding the bus.
- * Buses will depart Head Start at 2:10 pm.
- * Please call the office to ask to have your child held back no later than 1:30 pm. There will not be anyone to supervise children after buses leave.
- * If parents are wanting to pick up their child, you must be at the center before your child boards the bus at 2:00 pm.
- * Bus Orientation is required of all parents or legal guardians of all Head Start children.
- * Any family member putting on or taking off the child should attend bus orientations or be given a copy of the bus orientation information.
- * Please inform program staff of any existing medical conditions that could affect their bus transportation.

Parents: Please note that all times are subject to change due to student attendance and weather. Please wait for bus 10 minutes prior to arrival.

If a parent does not pick up their child at their designated bus stop and child is returned to the center, after the third time, Social Services will be called.

EARLY RELEASE BUS PROCEDURES

If an early dismissal is determined.

- * Parents will be notified via phone call. If neither parent can be reached, the family's emergency contact numbers will be called.
- * Bus monitors will pick up children from their classrooms and escort them to the bus for boarding.
- * Bus Driver will follow their regular route and procedures to deliver children home.
- * If there is no one at the bus stop to receive the child, child will be returned to the center and must be picked up immediately.
- * All bus safety procedures and rules apply.



BUS ROUTES

PAGUATE/ENCINAL

Morning Departure: 7:45 am Afternoon Departure: 2:10 pm

- Pagate Subdivision
- Pagate Day school Road (Old Post Office)
- Encinal Village
- New Laguna (Sweeties)
- NW Laguna Village (Ball Field)



PARAJE/PARAJE MOUNTAIN ASH LOOP SUNNYSIDE/SEAMA/CASA BLANCA

Morning Departure: 7:45 am Afternoon Departure: 2:10 pm

- Casa Blanca Subdivision (Blue Star Loop/Blue Sky)
- Seama Subdivision (Deer Dancer Road)
- Seama Village (2 Pollen Drive)
- Sunnyside (Khe Sahn Memorial)
- Paraje Village

LAGUNA SUBDIVISION/GREEN ACRES

Morning Departure: 7:50 am Afternoon Departure: 2:10 pm

- Laguna Subdivision (Veteran's Memorial Loop)
- Green Acres (Milkyway Loop)
- Laguna Village (Tribal Building area)

LAGUNA VILLAGE/MESITA/RODEO DRIVE

- Mesita Industrial Parkway Loop (Marble Road)
- Mesita Subdivision (Basketball Court)
- NM Highway Department (NM State Highway)
- Mesita Village (E. Village Bus Stop/Before Cattle Guard)





**SAFETY PROCEDURES
FOR
DROP OFF/PICK UP**

BEFORE COMING TO THE CENTER

Parent/Guardians must ensure they have prepared their children with the importance and knowledge of wearing a mask while at the center. All family members in the vehicle must have a mask on at arrival.

Parent/Guardians must keep children home if:

- Your child or anyone in child's household tested positive for the Covid-19 virus.
- Your child or anyone in child's household was recently exposed to an individual who tested positive for the Covid-19 virus.
- Within the past 48 hours, if your child or anyone in child's household experienced any of the following symptoms: fever, chills, shortness of breath, difficulty breathing, coughing, fatigue, vomiting, diarrhea, new loss of taste or smell, muscle or body aches, headache, sore throat, congestion, runny nose, or nausea.
- Ensure that if your child or anyone in child's household has been determined to be in close contact with someone diagnosed with Covid-19, they should stay at home, monitor themselves for symptoms, and call the EOC to get tested.

We ask that you follow these drop off guidelines to ensure safety for all:

- Families are encouraged to arrive and depart from center at almost a "crawling" pace/5 MPH in their vehicles. Please remain in your vehicle with your mask on.
- All children ages 2-5 will be expected to arrive at school wearing a mask.
- Parents/Guardians will park at designated screening area. Please ensure you have your mask on prior to staff member approaching your vehicle. A staff member will then approach your vehicle, take child's temperature, and conduct a health screen. Parents are asked to come as close as possible to their designated time. Please allow staff to thoroughly review the questions. Please be patient with the screening, we only have two designated staff available for screening.
- We strongly encourage families to designate the same parent or individual to drop off the child every day if possible. Proof of Covid-19 vaccination must be on file at DEC. If person dropping off child does not have vaccination card on file, child will not be able to be dropped off.
- Avoid designating those considered at high risk such as elderly who are over 65 years of age or those who have underlying health conditions.
- Children who have a temperature of 100.4 or above will not be allowed to leave their vehicle and the parent will have to return home with the child.
- Families are expected to bring children to school on time.

Children who arrive at the center and refuse to complete prescreening and/or refuse to walk into the center willingly, will not be accepted and parents/guardians must remember to have additional back up plans.

EOC Contact Numbers

John Garcia 505-328-5682
Tammy Herrera 505-803-1908

Parents/Guardians, we ask that you follow these pick up guidelines to ensure safety for all:

- *Parents are required to be on time to pick up their children.*
Early Head Start ends at 3:30 pm
Preschool Head Start ends at 2:00 pm
- *A staff member will monitor the arrival of the parent and radio the classroom to escort the child to the staff monitor. The staff monitor will walk the child to the car, have the parent sign the child out, and deliver the child to the parent.*
- *All individuals 2 years of age and older must be wearing a mask in the car. See page 3 for DEC mandate.*

EARLY RELEASE

We ask that you follow these early release guidelines to ensure safety for all:

- *If a parent needs to check their child/ren in or out of the program during the day, parents/guardians will have to call the DEC program front office when child is to be checked out of program and identify who is picking up child/ren.*
- *Individual will be asked to show identification upon arrival.*
- *Parent/Guardian will call front office when on campus and remain in vehicle and must be wearing a mask.*
- *DEC Program assistant will call the child/ren's classroom and let classroom teachers know child is being checked out.*
- *Program staff will escort the child from classroom to parent vehicle, have the parent sign the child/ren out, and deliver child to parent.*
- *Families have up to 30 minutes to pick up their child.*
- *See protocol for children who ride the bus under Bus Transportation, Safety and Bus Routes.*



PROGRAM GOALS



Goal	Teaching Strategies
Approaches to Learning	
Child will use a variety of materials to create: developmentally appropriate materials.	Explores the visual arts 33
Child will model/follow basic routines and classroom rules. (use of visuals)	Social/Emotional 1b; 3a-b; 8b
Child will solve problems with curiosity and flexibility in their daily experiences and routines.	Cognitive 11a-e
Social and Emotional	
Child will engage, interact, and initiate behaviors and relationships with adults and children.	Social/Emotional 2 a, c, d
Child will have a sense of belonging to family, community, and other groups.	Social Studies 29-32
Child will express, recognize and respond to their emotions and those of others.	Social/Emotional 1a, 2a
Child learns to use adults as a resource to meet needs.	
Literacy & Language	
Child will be exposed to the Laguna/Keres language in the context of their daily interactions.	Language 8a
Child will use non- verbal communication, gestures and simple sentences to communicate needs and wants and engage in conversations.	Language 10a-b
Child will use non- verbal communication, hand gestures, play to repeat simple familiar rhymes and favorite songs, retell a familiar story, and ask questions. (age appropriate)	Language 8a, 18c Arts 34
Child will actively participate through body movements, vocalizing sounds in book reading; turning pages, pretend reading, holding a book, and describing a story.	Literacy 17a, 18a
Child will grasp writing tools to jab at paper, scribble to draw pictures and talk with others about what they created. (Age appropriate)	Literacy 19b
Cognition	
Child will engage in pretend play through encouragement and support from adult with objects, props while imitating conversations and using representation in daily life experiences.	Cognitive 14 a-b
Child will recognize/count small numbers up to 5, recognize/identify more or less, and sort by color, shape and size. (age appropriate)	Cognitive 13 Mathematics 20 a-b
Child will use a variety of strategies, to solve problems, such as trial and error, simple tools, or asking someone for help. (non- verbal, sign language and body gestures/sounds)	Cognitive 11c
Perceptual, Motor, and Physical Development	
Child will be able to practice self-care: Dressing with some articles of clothing, washing hands, and toiletting.	Social/Emotional 1c
Child will explore environments by using motor skills and experiment with different ways of moving body such as dancing, gestures and song movement.	Physical 4, 6 Arts 35
Child will use hands efficiently for a variety of activities: blocks, feeding self, completing puzzles, drawing pictures, turning page of a book, and threading beads. (age appropriate)	Physical 7 a, b



LAGUNA PRESCHOOL HEAD START
SCHOOL READINESS GOALS

Approaches to Learning	
<p>Child will manage and express their emotions.</p> <p>Child will balance the needs and rights of self and others.</p> <p>Child will solve problems, curiosity, and flexible.</p>	Social/Emotional 1. a
	Social/Emotional 3. a
	Cognitive 11. a-e
Social and Emotional Development	
<p>Child will develop positive relationships with adults and peers as they learn to cooperate.</p> <p>Child will have a sense of belonging to family, community, and other groups.</p> <p>Child will express themselves verbally and non-verbally to be understood by others.</p> <p>Child will be able to problem solve to resolve conflicts with self and other children.</p>	Social/Emotional 2. a-d
	Social Studies 29-32
	Language 9. a-b
	Social/Emotional 3.b
Literacy & Language	
<p>Child will be exposed to the Laguna/Keres language in the context of their daily interactions.</p> <p>Child will be able to answer questions, using gestures, sign language and visuals about details of a story and predict how or why something is happening.</p> <p>Child will identify the letters in their names using gestures, sign language and visuals to identify and name 11-20 upper/lowercase letters in random order. Use letter-sound knowledge.</p> <p>Child will notice and discriminate rhyme/alliterations and smaller units of sound.</p> <p>Child will use writing/drawing for a variety of purposes.</p>	Language 8. a
	Language 9. d, 18. a-c
	Literacy 16. a-b
	Literacy 15. a-c
	Literacy 19. a-b
Cognition	
<p>Child will count, use gestures, sign language to identify numbers up to 20. Connect numbers to quantity using manipulatives/visuals and using number symbols.</p> <p>Child will use prior knowledge, predict, and brainstorm solutions.</p> <p>Child will use one to one correspondence in describing less than, more than equal.</p> <p>Child will understand conversation in measurement (such as compare and contrast, spatial relationships)</p> <p>Child will understand shapes by name and number of sides.</p>	Math 20.a
	Cognitive 12. a-b
	Math 20.c
	Math 22
	Math 21
Perceptual, Motor, and Physical Development	
<p>Child will improve control of large muscles in the classrooms and on the playground.</p> <p>Child will improve control of small muscles in classroom self-care, writing, building and manipulation of materials.</p>	Physical 4-6
	Physical 7. a-b

DEC 2022-2023 Curriculums/Assessments

- Creative Curriculum
- Assessment Teaching Strategies Gold (TSG)
- Culture Curriculum
- Nutrition Curriculum
- Health Curriculum
- Conscious Discipline
- CLASS

SCHOOL READINESS FOR ALL CHILDREN

Our program staff wants to join families in getting children ready for school. We all recognize that getting children ready for school starts in the womb with mother taking care of her health and continues with infant and preschoolers as they develop in the five major areas. This involves families, teachers, family service providers observing and offering children a variety of learning opportunities to practice their emerging skills.

Parents be aware there is messy play during classroom activities. You are encouraged to send extra clothes labeled with your child's name so your child can be changed into clean clothes.

FIVE MAJOR AREAS (+ATTENDANCE)

- Social Emotional Development
 - Language and Integration into the Curriculum
 - Approaches to Literacy
 - Cognition and General Knowledge
 - Physical Well Being and Motor Development
- * Beginning a routine of regular daily attendance

ATTENDANCE

ATTENDANCE

If the child falls under 85% monthly attendance the child can be dis-enrolled. Good faith efforts will be made to help the child return to school. If good faith efforts fail the child can be dis-enrolled.

- ⇒ Head Start attendance goal is set at 85% attendance.
- ⇒ Family Service Providers will be working with families to establish and maintain the attendance goal for DEC children.
- ⇒ The attendance plan outlines the expectations for attendance. Please remember to call the center if your child will not be attending for the day.
- ⇒ We will work together to increase our attendance and make sure all children are safe and getting the most out of their DEC experience.

DEC ATTENDANCE PLAN

An attendance report will be collected from each classroom by 9:45 am EHS and by 10:00 am PHS.

If a child is unexpectedly absent and a parent has not contacted the program within one hour of start time, the program assistant will attempt to contact the parent to ensure the child's well being.

If a child has two unexplained absences, family will be contacted by the family service provider.

Families of children with patterns of absences that put them at risk of missing 10% of program days per year will be asked to meet with the ERSEA Manager to develop appropriate strategies to improve individual attendance.

(a) Promoting regular attendance. A program must track attendance for each child.

(1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's well being.

(2) A program must implement strategies to promote attendance. At a minimum, a program must:

(i) Provide information about the benefits of regular attendance;

(ii) Support families to promote the child's regular attendance;

(iii) Conduct a home visit or make other direct contact with a child's parents if a child has multiple unexplained absences (such as two consecutive unexplained absences; and,

(iv) Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.

(3) If a child ceases to attend, the program must make appropriate efforts to reengage the family to resume attendance, including as described in paragraph (a)(2) of this section. If the child's attendance does not resume, then the program must consider that slot vacant. This action is not considered expulsion as described in §1302.17.

(b) Managing systematic program attendance issues. If a program's monthly average attendance rate falls below 85 percent, the program must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate. The program must use this data to make necessary changes in a timely manner as part of ongoing oversight and correction as described in §1302.102(b) and inform its continuous improvement efforts as described in §1302.102©.

(c) Supporting attendance of homeless children. (1) If a program determines a child is eligible under §1302.12©(1)(iii), it must allow the child to attend for up to 90 days or as long as allowed under state licensing requirements, without immunization and other records, to give the family reasonable time to present these documents. A program must work with families to get children immunized as soon as possible in order to comply with state licensing requirements.

(2) If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the program facility, the program must utilize community resources, where possible, to provide transportation for the child.

POLICY COUNCIL
MEETS ONE TIME PER MONTH

Members shall be parents or legal guardians of children presently enrolled in DEC.

PRESCHOOL HEAD START

There will be one representative elected from each Pre-school classroom with no less than 6 representatives for PHS.

EARLY HEAD START

There will be one representative elected from every 2 EHS classrooms and one representative for the Home Based parents.

HSPS 1301.3

CHILDREN WITH DISABILITIES

Laguna Division of Early Childhood provides quality services to children with disabilities under the Individuals with Disabilities Education Act. Parts B and C.

It is essential that programs identify the strengths and abilities of all children to ensure that learning opportunities are maximized and that all children are fully included in every educational experience and activity. Children with disabilities may need more individualized or intensive instruction in order to develop and learn skills, behaviors, and concepts described in the Early Learning Outcomes Framework (ELOF). They may require accommodations in the environment or in instructional strategies. Some may require adaptive materials or assistive technology. Programs need to use the Framework in close collaboration with specialists identified on a child's Individual Family Service Plan (IFSP), Individualized Education Plan (IEP). Early Head Start students will receive services from Native American Professional Parent Resources (NAPPR) and Preschool Head Start students will receive services from Grants Cibola County Schools (GCCS).

HSPS 1302.60/61

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

Guiding Principles

The guiding principles of the Framework have been fundamental to the Head Start program from its inception. They underlie the program policies and practices that prepare young children for success in school and beyond.

Each child is unique and can succeed.

Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Framework.

Learning occurs within the context of relationships.

Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.

Families are children's first and most important caregivers, teachers, and advocates

Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.

Children learn best when they are emotionally and physically safe and secure.

Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.

Areas of development are integrated, and children learn many concepts and skills at the same time.

Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.

Teaching must be intentional and focused on how children learn and grow.

Children are active, engaged and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.

Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.

Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

SCREENINGS

HEAD START SCREENINGS

The following screenings are completed for each Head Start child within 45 days of their enrollment.

- ◆ Ages and Stages Questionnaire-3
- ◆ Ages and Stages Questionnaire - Social Emotional
- ◆ Height/Weight
- ◆ Hearing
- ◆ Vision
- ◆ Dental (Proof of dental services is required within 45 days of enrollment).

LANGUAGE

TRIBAL LANGUAGE PRESERVATION & REVITALIZATION

Some examples of how Laguna Division of Early Childhood is working diligently to incorporate Laguna language and culture into the curriculum are through:

- ◆ Outdoor Classrooms
- ◆ Life Ways
- ◆ Language and Culture Instructor
- ◆ Collaboration with Office of Laguna Learning.

HSPS 1302.36

FAMILY SERVICE PROVIDERS

ROLE OF DEC FAMILY SERVICE PROVIDER

Goal:

To support families as they nurture the learning and development of their children in the context of their family, culture, and school readiness.

Objectives:

1. Engage families in school readiness by promoting:
 - Regular child attendance
 - Child and family physical, social, and emotional health
 - Culture identity and practice
2. Assist families in identifying and working towards their goals.
3. Connect families to local resources

Service Provider Role:

- Contact families at least one time per month
- Conduct a minimum of 4 visits per program year
- Complete a partnership with families:
 - *Family Strengths and Needs Assessment
 - *Goals and follow-up
- Plan and coordinate 4 quarterly parent education activities and events, including researched-based opportunities
- Provide resources based on the family's needs and requests
- Assist with recruitment of children for the Division of Early Childhood Program
- Maintains confidentiality
- Serves as a mandatory Child Abuse and Neglect Reporter
- Follow-up with family regarding child's records/attendance
- Take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort
- Transitions:
 - *EHS to PHS and PHS to Kindergarten

FAMILY PARTNERSHIP SERVICE

(a) *Family partnership process.* A program must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.

(b) *Identification of family strengths and needs.* A program must implement intake and family assessment proceeds to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Framework, including family well-being, parent-child relationships, families as lifelong educators; families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

(c) *Individualized family partnership services.* A program must offer individualized family partnership services that:

- (1) Collaborate with families to identify interests, needs; and aspirations related to the family engagement outcomes described in paragraph (b) of this section;
- (2) Help families achieve identified individualized family engagement outcomes;
- (3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;
- (4) Assign staff and resources based on the urgency and intensity of identified family needs and goals.

(d) *Existing plans and community resources.* In implementing this section, a program must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.

HSPS 1302.52

PARENT ENGAGEMENT

PARENT ENGAGEMENT

Parent Committee Meetings

- ◆ Parent Committee helps establish best methods for engaging families, meetings are held once a month.

Parent Education

- ◆ Strategies that support positive relationships between parents' involvement in their child(ren) education. Monthly sessions are available to families.

Father Involvement

- ◆ Is a component of Parent Education.

INCENTIVES

Parent(s) are encouraged to attend 5 or more events: Parent Committee Meeting and/or Parent Education sessions for the 2022-2023

PARENT CURRICULUM

Conscious Discipline

This curriculum is a comprehensive guide for increasing the social-emotional intelligence of all families of children ages 0-7 through the use of Conscious Discipline. Conscious Discipline meets families where they are, empowering all families to experience increased success.

HEALTH/NUTRITION

HEALTH GOAL

DEC programs and families work together to ensure that children are up-to-date on developmental, dental, and health screens and receive the necessary follow up services based on screening results. **HEALTHY CHILDREN ARE READY TO LEARN!**

HSPS 1302.5

SCHOOL READINESS GOAL NUTRITION

Nutrition Goal: Provide children with a nutritious breakfast, lunch and afternoon snack when they are in program for the day that is low in fat, sugar, and salt and high in nutrients! WE DO NOT ALLOW ANY OUTSIDE FOOD OR DRINKS. Thank you for helping to keep Laguna Head Start children healthy and protected from allergens!

HSPS 1302.44

Due to Covid-19 Family Style Dining will not be practiced. All meals will be pre-plated by one of the teachers.

LICE

- Head Start will notify parents if they see what looks like lice or nits on your child.
- Teachers will document by filling out the Accident, Injury, and Illness report form.
- We ask that parents do a lice treatment on their child's head and then continue to comb thoroughly each night until the nits are no longer present on the child's head.
- If you are called about this, you don't need to come and pick up your child, the treatment can be done when the child gets home in the afternoon.
- Classroom will be treated after a case has surfaced.

ILLNESS

The Division of Early Childhood programs strive to keep children in program daily. However, if a child is ill, they will be more comfortable at home. Children should NOT come to school if they are not feeling well. Parents will monitor for illness daily and keep child(ren) at home if experiencing symptoms. Parents should notify school if their child is ill or tests positive for Covid-19. The following conditions will result in a phone call home to parents asking that the child be picked up within 30 minutes and taken home:

- Fever of 100.4 F or higher.
- Symptoms and signs of possible severe illness such as lethargy, uncontrolled coughing, irritability, persistent crying, difficulty breathing or wheezing.
- A child with uncontrolled diarrhea (water diarrhea that cannot be controlled inside a diaper or water stool happens 2-3 times within 1 hour).
- Vomiting on 2 or more occasions during program hours.
- Sudden onset of rash.
- Other illness, depending on child's health condition in a case by case basis.

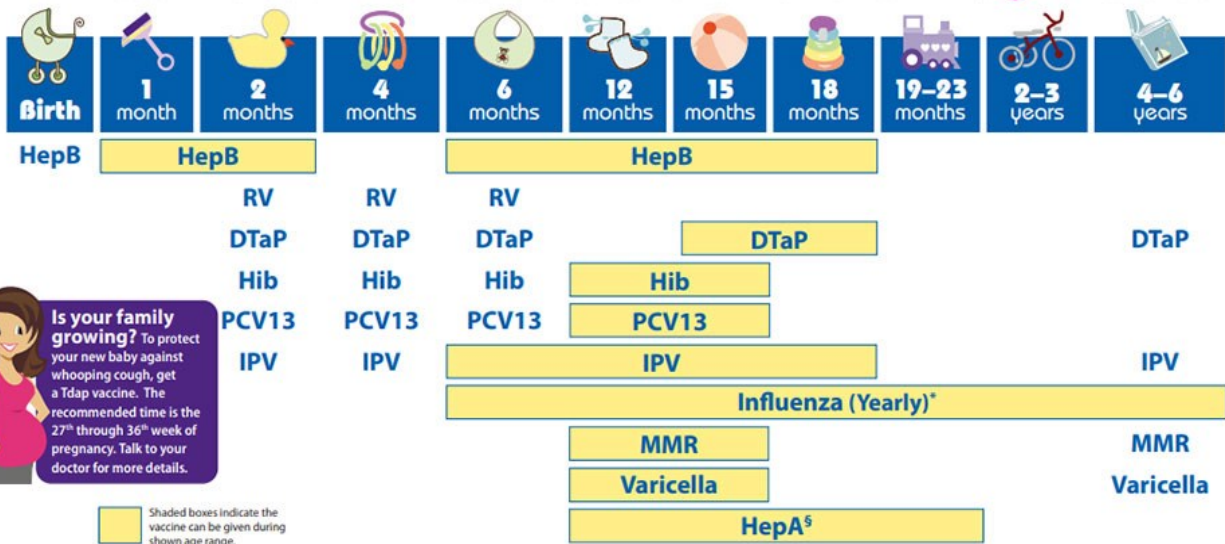
Child will be placed in the isolation room to avoid the spread of illness. Parents will be called to pick up a child if any of the above conditions occur during program hours. If neither parent can be reached, the family's emergency contact numbers will be called. Please note that every consideration is discussed before a parent is called to pick up a child.

If parent is called to pick up an ill child, please reference page 13/14 Pick Up/Drop Off Procedures.

IMMUNIZATIONS AND WELL CHILD CHECKS

- ◆ Head Start and all school systems require your child to be up to date on all immunizations within the guidelines listed on page 30.
- ◆ You may get a note from your doctor if your child is on some other schedule of immunizations.
- ◆ The note will then be used as an indicator for your child's immunization schedule.
- ◆ If immunizations are not up to date, your child could be dis-enrolled from Head Start until they are caught up.
- ◆ Well-child check documentation must be turned in to the ERSEA Coordinator after each visit.

2022 Recommended Immunizations for Children from Birth Through 6 Years Old



Is your family growing? To protect your new baby against whooping cough, get a Tdap vaccine. The recommended time is the 27th through 36th week of pregnancy. Talk to your doctor for more details.

COVID-19 VACCINATION IS RECOMMENDED FOR AGES 5 YEARS AND OLDER.

NOTE:

If your child misses a shot, you don't need to start over. Just go back to your child's doctor for the next shot. Talk with your child's doctor if you have questions about vaccines.

FOOTNOTES:

- * Two doses given at least four weeks apart are recommended for children age 6 months through 8 years of age who are getting an influenza (flu) vaccine for the first time and for some other children in this age group.
- ⁵ Two doses of HepA vaccine are needed for lasting protection. The first dose of HepA vaccine should be given between 12 months and 23 months of age. The second dose should be given 6 months after the first dose. All children and adolescents over 24 months of age who have not been vaccinated should also receive 2 doses of HepA vaccine. *If your child has any medical conditions that put him at risk for infection or is traveling outside the United States, talk to your child's doctor about additional vaccines that he or she may need.*

See back page for more information on vaccine-preventable diseases and the vaccines that prevent them.



Vaccine-Preventable Diseases and the Vaccines that Prevent Them

Disease	Vaccine	Disease spread by	Disease symptoms	Disease complications
Chickenpox	Varicella vaccine protects against chickenpox.	Air, direct contact	Rash, tiredness, headache, fever	Infected blisters, bleeding disorders, encephalitis (brain swelling), pneumonia (infection in the lungs)
Diphtheria	DTaP* vaccine protects against diphtheria.	Air, direct contact	Sore throat, mild fever, weakness, swollen glands in neck	Swelling of the heart muscle, heart failure, coma, paralysis, death
Hib	Hib vaccine protects against <i>Haemophilus influenzae</i> type b.	Air, direct contact	May be no symptoms unless bacteria enter the blood	Meningitis (infection of the covering around the brain and spinal cord), intellectual disability, epiglottitis (life-threatening infection that can block the windpipe and lead to serious breathing problems), pneumonia (infection in the lungs), death
Hepatitis A	HepA vaccine protects against hepatitis A.	Direct contact, contaminated food or water	May be no symptoms, fever, stomach pain, loss of appetite, fatigue, vomiting, jaundice (yellowing of skin and eyes), dark urine	Liver failure, arthralgia (joint pain), kidney, pancreatic and blood disorders
Hepatitis B	HepB vaccine protects against hepatitis B.	Contact with blood or body fluids	May be no symptoms, fever, headache, weakness, vomiting, jaundice (yellowing of skin and eyes), joint pain	Chronic liver infection, liver failure, liver cancer
Influenza (Flu)	Flu vaccine protects against influenza.	Air, direct contact	Fever, muscle pain, sore throat, cough, extreme fatigue	Pneumonia (infection in the lungs)
Measles	MMR** vaccine protects against measles.	Air, direct contact	Rash, fever, cough, runny nose, pink eye	Encephalitis (brain swelling), pneumonia (infection in the lungs), death
Mumps	MMR** vaccine protects against mumps.	Air, direct contact	Swollen salivary glands (under the jaw), fever, headache, tiredness, muscle pain	Meningitis (infection of the covering around the brain and spinal cord), encephalitis (brain swelling), inflammation of testicles or ovaries, deafness
Pertussis	DTaP* vaccine protects against pertussis (whooping cough).	Air, direct contact	Severe cough, runny nose, apnea (a pause in breathing in infants)	Pneumonia (infection in the lungs), death
Polio	IPV vaccine protects against polio.	Air, direct contact, through the mouth	May be no symptoms, sore throat, fever, nausea, headache	Paralysis, death
Pneumococcal	PCV13 vaccine protects against pneumococcus.	Air, direct contact	May be no symptoms, pneumonia (infection in the lungs)	Bacteremia (blood infection), meningitis (infection of the covering around the brain and spinal cord), death
Rotavirus	RV vaccine protects against rotavirus.	Through the mouth	Diarrhea, fever, vomiting	Severe diarrhea, dehydration
Rubella	MMR** vaccine protects against rubella.	Air, direct contact	Sometimes rash, fever, swollen lymph nodes	Very serious in pregnant women—can lead to miscarriage, stillbirth, premature delivery, birth defects
Tetanus	DTaP* vaccine protects against tetanus.	Exposure through cuts in skin	Stiffness in neck and abdominal muscles, difficulty swallowing, muscle spasms, fever	Broken bones, breathing difficulty, death

* DTaP combines protection against diphtheria, tetanus, and pertussis.
 ** MMR combines protection against measles, mumps, and rubella.

MEAL PATTERNS

CACFP Infant Meal Pattern

	Birth to 5 months	6 to 11 months
<u>Breakfast</u>	4-6 fl. oz. Formula ¹ or Breast milk ^{2,3}	6-8 fl. oz. Formula ¹ or Breast milk ^{2,3} and 0-4 Tablespoons (½ oz. eq.) infant cereal, ^{1,4,5} meat, fish, poultry, whole eggs; cooked dry beans or peas; or 0-2 oz. cheese; or 0-4 oz. (volume) cottage cheese; 0-4 oz. yogurt, or a combination ⁴ and 0-2 Tablespoons fruits or vegetables or both ⁴
<u>Lunch or Dinner</u>	4-6 fl. oz. Formula ¹ or Breast milk ^{2,3}	6-8 fl. oz. Formula ¹ or Breast milk ^{2,3} and 0-4 Tablespoons (½ oz. eq.) infant cereal, ^{1,4,5} meat, fish, poultry, whole eggs; cooked dry beans or peas; or 0-2 oz. cheese; or 0-4 oz. (volume) cottage cheese; 0-4 oz. yogurt, or a combination ⁴ and 0-2 Tablespoons fruits or vegetables or both ⁴
<u>Supplement (Snack)</u>	4-6 fl. oz. Formula ¹ or Breast milk ^{2,3}	2-4 fl. oz. Formula ¹ or Breast milk ^{2,3} and 0-½ oz. eq. bread, biscuits, rolls, bagels, English muffins, pita bread, tortillas, pancakes and waffles, ^{4,5} or 0-¼ oz. eq. crackers ^{4,5} , 0-4 Tablespoons (½ oz. eq.) infant cereal ^{1, 4,5} or 0-¼ oz. eq. ready-to-eat cereal ^{4,5} and 0-2 Tablespoons fruits or vegetables or both ⁴

CACFP Breakfast Meal Pattern – Children & Adults

Components (<i>Select at least 3</i>)	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18	Adults
<u>Milk</u> , fluid <i>Unflavored Whole milk for children age 1.</i> <i>Unflavored Low Fat (1%) or Non-Fat (skim) for children 2-5.</i> <i>Unflavored Low Fat (1%) or Non-Fat (skim) or Flavored Non-Fat (skim) for children 6 and older and adults.</i>	½ cup or 4 fluid ounces	¾ cup or 6 fluid ounces	1 cup or 8 fluid ounces	1 cup or 8 fluid ounces	1 cup or 8 fluid ounces
<u>Vegetables and Fruits</u> Vegetable(s) and/or fruit(s) or portions of both or Full strength 100% fruit or vegetable juice (<i>limit to 1/day</i>) or <i>An equivalent quantity of any combination of the above</i>	¼ cup ¼ cup	½ cup ½ cup	½ cup ½ cup	½ cup ½ cup	½ cup ½ cup
<u>Grains/Breads</u> Whole grain-rich or enriched bread, or Whole grain-rich or enriched bread product (<i>cornbread, biscuits, rolls, muffins, etc.</i>), or Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal – dry, cold (<i>no more than 6 gr. sugar/dry oz.</i>) Flakes or rounds Puffed cereal Granola or Whole grain-rich or enriched cooked cereal, cereal grain / rice, and/or pasta or noodle products or <i>An equivalent quantity of any combination of the above</i>	½ oz. eq. = 0.5 oz./14 g. 0.5 oz./14 g. ½ cup ¾ cup ½ cup ¼ cup	½ oz. eq. = 0.5 oz./14 g. 0.5 oz./14 g. ½ cup ¾ cup ½ cup ¼ cup	1 oz. eq. = 1 oz./28 g. 1 oz./28 g. 1 cup 1 ¼ cup ¼ cup ½ cup	1 oz. eq. = 1 oz./28 g. 1 oz./28 g. 1 cup 1 ¼ cup ¼ cup ½ cup	2 oz. eq. = 2 oz./56 g. 2 oz./56 g. 2 cups 2 ½ cups ½ cup 1 cup
<u>OPTIONAL: Meat/Meat Alternate</u> <i>May be used to substitute for an entire grain serving, 3 times per week maximum</i>	½ oz. eq.	½ oz. eq.	1 oz. eq.	1 oz. eq.	2 oz. eq.

CACFP Lunch & Supper Meal Pattern – Children & Adults

Components (Select all 5)	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18	Adults
Milk, fluid Unflavored Whole milk for children age 1. Unflavored Low Fat (1%) or Non-Fat (skim) for children 2-5. Unflavored Low Fat (1%) or Non-Fat (skim) or Flavored Non-Fat (skim) for children 6 and older and adults.	½ cup or 4 fluid ounces	¾ cup or 6 fluid ounces	1 cup or 8 fluid ounces	1 cup or 8 fluid ounces	1 cup or 8 fluid ounces
Vegetables Whole vegetable or full strength 100% vegetable juice (limit to 1/day)	¼ cup	¼ cup	¼ cup	¼ cup	¼ cup
Fruits Whole fruit or full strength 100% fruit juice (limit to 1/day)	¼ cup	¼ cup	¼ cup	¼ cup	¼ cup
Grains/Breads Whole-grain rich or enriched bread or Whole grain rich or enriched bread product (cornbread, biscuits, rolls, muffins, etc.) or Whole-grain rich or enriched cooked pasta or noodle products or Whole-grain rich or enriched cooked cereal grains / rice or An equivalent quantity of any combination of the above	½ oz. eq. = 0.5 oz./14 g. ½ cup	½ oz. eq. = 0.5 oz./14 g. ¼ cup	1 oz. eq. = 1 oz./28 g. ½ cup	1 oz. eq. = 1 oz./28 g. ½ cup	2 oz. eq. = 2 oz./56 g. 1 cup
Meat and Meat Alternates Lean meat, poultry, fish, tempeh, cheese or Commercial tofu (firm) (1 oz. = 2.2 oz. by weight) or Large eggs or Cooked dry beans or peas or Peanut, soy nut, or other nut/seed butter or Peanuts or soy nuts or tree nuts or seeds* or Yogurt, plain or flavored (no more than 23 gr. sugar / 6 oz.) or An equivalent quantity of any combination of the above	1 oz. eq. = 1 oz. 2.2 oz. 1/2 egg ¼ cup 2 tbsp. Avoid: choking 4 oz.	1 ½ oz. eq. = 1 ½ oz. 3.3 oz. ¾ egg ¾ cup 3 tbsp. ½ oz. = 50%* 6 oz.	2 oz. eq. = 2 oz. 4.4 oz. 1 egg ½ cup 4 tbsp. 1 oz. = 50%* 8 oz.	2 oz. eq. = 2 oz. 4.4 oz. 1 egg ½ cup 4 tbsp. 1 oz. = 50%* 8 oz.	2 oz. eq. = 2 oz. 4.4 oz. 1 egg ½ cup 4 tbsp. 1 oz. = 50%* 8 oz.

* Can only be used to meet half the meat requirement at lunch or supper. Serve with caution to children under five because of the risk of choking.

CACFP Snack Meal Pattern – Children & Adults

Components (Select any 2 of the 5)	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18	Adults
Milk, fluid Unflavored Whole milk for children age 1. Unflavored Low Fat (1%) or Non-Fat (skim) for children 2-5. Unflavored Low Fat (1%) or Non-Fat (skim) or Flavored Non-Fat (skim) for children 6 and older and adults.	½ cup or 4 fluid ounces	½ cup or 4 fluid ounces	1 cup or 8 fluid ounces	1 cup or 8 fluid ounces	1 cup or 8 fluid ounces
Vegetables Whole vegetable, or Full-strength 100% vegetable juice (limit to 1/day)	¼ cup	¼ cup	¼ cup	¼ cup	¼ cup
Fruits Whole fruit, or Full-strength 100% fruit juice (limit to 1/day)	¼ cup	¼ cup	¼ cup	¼ cup	¼ cup
Grains/Breads An equivalent quantity of any combination of: Whole grain-rich or enriched bread, or Whole grain-rich or enriched bread product (cornbread, biscuits, rolls, muffins, etc.), or Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (no more than 6 grams sugar per dry oz.) Flakes or rounds Puffed cereal Granola or Whole grain-rich, enriched fortified cooked cereal, cereal grain / rice, and/or pasta or noodle products or Popcorn* (whole grain), unsweetened	½ oz. eq. = ½ oz./14 g. ½ cup	½ oz. eq. = ½ oz./14 g. ¼ cup	1 oz. eq. = 1 oz./28 g. 1 cup	1 oz. eq. = 1 oz./28 g. 1 cup	1 oz. eq. = 1 oz./28 g. 1 cup
Meat and Meat Alternates Lean meat, poultry, fish, tempeh, cheese or Commercial tofu (firm) (1 oz. = 2.2 oz. by weight) or Large eggs or Cooked dry beans or peas or Peanut, soy nut, or other nut/seed butter or Peanuts or soy nuts or tree nuts or seeds* or Yogurt, plain or flavored (no more than 23 gr. sugar / 6 oz.) or An equivalent quantity of any combination of the above	½ oz. eq. = ½ oz. 1.1 oz. ½ egg ¼ cup 1 tbsp. Avoid: choking 2 oz. or ¼ cup	½ oz. eq. = ½ oz. 1.1 oz. ½ egg ¼ cup 1 tbsp. ½ oz.* 2 oz. ¼ cup	1 oz. eq. = 1 oz. 2.2 oz. ½ egg ¼ cup 2 tbsp. 1 oz.* 4 oz. or ½ cup	1 oz. eq. = 1 oz. 2.2 oz. ½ egg ¼ cup 2 tbsp. 1 oz.* 4 oz. or ½ cup	1 oz. eq. = 1 oz. 2.2 oz. ½ egg ¼ cup 2 tbsp. 1 oz.* 4 oz. or ½ c.

* Serve with caution to children under five.

REPORTING

ILLNESS/INCIDENT/INJURY REPORTS EVERY INJURY MUST BE EXPLAINED

Though every effort is made to keep children safe, accidents and injuries do occur.

- * We know that active children do have accidents and often bump or fall resulting in minor injuries such as cuts, bruises, bleeding or swelling. If you notice any injuries, marks or abrasions on your child when he or she returns home at the end of the day, please notify the Program Manager immediately.
- * You will be contacted by phone by one of your child's teachers if an accident or injury occurs at DEC program. This is one of the reasons we ask that you keep your phone number current and up to date so that we can contact you in case of an emergency.
- * You will also receive a written report at the end of the day to inform you of the situation.
- * Program Managers are required to sign any report going home so a delay of notice of one day may occur.
- * Always call the program manger if you have any questions or concerns.

CHILD ABUSE NEGLECT REPORTING

- * DEC employees are required to report any suspicion of child abuse and/or neglect to the Pueblo of Laguna Police Department.
- * The police will then investigate the report.
- * If a staff member calls the authorities to report suspected child abuse or neglect, he or she is doing so as a job requirement.

TRANSITION

EARLY HEAD START TO PRESCHOOL

TRANSITION PLAN

- ◆ An Early Head Start program must implement strategies and practices to support successful transitions for children and their families transitioning from Early Head Start to Preschool Head Start.
- ◆ Early Head Start must implement transition planning for each child and family.

Transition Schedule Details;

- ◆ 6 months prior to 3rd birthday (may be less than 6 months if child enrolls later) Meeting will be scheduled with parent and Family Service Provider, to discuss plan.
- ◆ 2 months prior to 3rd birthday. A meeting will be scheduled with the ERSEA Manager to discuss the Transition Plan.
- ◆ On the first school day after the child's 3rd birthday, the ERSEA Manager will meet to determine eligibility and assign a classroom for the child and notify parents of selection. Head Bus Driver will schedule parent bus orientation.
- ◆ 7-10 Days after 3rd birthday (child may start Preschool on her/his 3rd birthday if all the steps have been completed). Child starts Preschool.
- ◆ Children must transition into Head Start or another program as soon as possible after the child's third birthday.

HSPS 1302.60/61

PRESCHOOL TO KINDERGARTEN

TRANSITION PLAN

- ◆ For children who will enter Kindergarten in the following year must participate in the transition process to support a successful transition to Kindergarten. Head Start children will visit a Kindergarten classroom at least one time during the spring.
- ◆ Families of transitioning children will be invited to attend an evening presentation of Kindergarten curriculum offerings at Laguna Preschool Head Start.
- ◆ Transitioning children will be invited to attend a Kindergarten classroom during the LES summer school session.

HSPS 1302.71

CLASSROOM AND PLAYGROUND SAFETY



TOYS/PERSONAL ITEMS

Due to Covid-19 virus no personal items will be allowed to school. ***Please do not send personal items such as toys, stuffed animals, or electronics with your child to school unless teacher requests it for a special activity.***

This avoids loss and damage to the item.

If the teacher does request a personal item for an activity, please clearly mark it with your child's name so that it can be returned home at the end of the day.

CLASSROOM AND PLAYGROUND SAFETY

- * Masks will be required to be worn in the classroom by both teachers and children. Except while eating or drinking.
- * Hand sanitization stations will be in all classrooms and playground area.
- * Maintain 6-ft physical social distance.
- * Please dress your children so they may participate in a day of messy, physical activity and learning.
- * Children will run, climb step, and engage in physical activities throughout the day.
- * No open toed shoes to be worn, this will prevent injury to toes and feet.
- * Hoodies with drawstrings can present a choking hazard on the playground.
- * Please do not send personal items such as toys or stuffed animals with your child to school.
- * You may want to label your child's clothing to prevent lost items.

Calendar 2

LAGUNA DEPARTMENT OF EDUCATION **240 DAY CALENDAR**
DEC EMPLOYEES 2022-2023 SCHOOL YEAR

Brd Approved 4/20/22

July 22							21 pro
Su	Mo	Tu	We	Th	Fr	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

20 workdays & 5 Student Days

August 22							23 pro
Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

23 workdays & 21 Student Days

September 22							22 pro
Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

20 workdays & 19 Student Days

October 22							21 pro
Su	Mo	Tu	We	Th	Fr	Sa	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

21 workdays & 20 Student Days

November 22							22 pro
Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

17 workdays & 16 Student Days

December 22							22 pro
Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

17 workdays & 17 Student Days

January 23							22 pro
Su	Mo	Tu	We	Th	Fr	Sa	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

17 workdays & 16 Student Days

February 23							20 pro
Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28					

20 workdays & 18 Student Days

March 23							23 pro
Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

22 workdays 16 Student Days

April 23							20 pro
Su	Mo	Tu	We	Th	Fr	Sa	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

19 workdays & 19 Student Days

May 23							23 pro
Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

22 workdays & 22 Student Days

June 23							22 pro
Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

22 workdays & 17 Student Days

PHS Contact Hrs: 1020 (5 hrs/day) 240 Day Employees (1,920 HRS): July 1, 2022 thru June 30, 2023
 EHS Contact Hrs: 1380 (6.75 hrs/day) 186 Day Employees (1,488 HRS): August 8, 2022 thru May 25, 2023
 206 Student Days: PHS 1,030 hrs. (Over 10 hrs.) & EHS 1,390 hrs. (over 10 hrs.)
 Neither home visits or parent teacher conferences count towards instructional time.

- ★ DEC Students' 1st Day & Last Day
- ◇ Professional Development
- 1st & Last Workday (Employees)
- 🗓️ Home visit Parent/Teacher Conferences
- Pay Day
- Holidays: Offices Closed
- ⊖ Early dismissal ½ day

- HOLIDAYS (OFFICES CLOSED): 240 DAY EMPLOYEES**
- Thanksgiving: Nov. 23-25
 - Independence Day: July 4
 - Labor Day: Sept. 5
 - Laguna Feast Day: Sept. 19
 - All Souls & Saints Day: Nov. 1
 - Veteran's Day: Nov. 11
 - Winter Break: Dec. 26 thru Jan. 6
 - Feast Day Observed: March 20
 - Spring Break: March 21 thru 24
 - Good Friday: April 7
 - Memorial Day: May 29

LEARN AT HOME DUE TO:

- * **CENTER CLOSURE: REACHING THE 5% THRESHOLD OF POSITIVE COVID-19 CASES AT THE CENTER**
- * **CLASSROOM CLOSURE DUE TO COVID EXPOSURE**

TRANSPORTATION:

- * Transportation will be provided for classrooms that remain open.

MEALS:

- * Breakfast, Lunch and Snack distribution to be determined.

LEARNING MATERIALS AND PICK UP:

- * DEC will provide a Chrome Book to each registered family. If you have Chrome Book issues, please call Gayleen Ruben, Tiffany Touchin or Kathleen Herrera.
- * Instruction provided via Zoom. For Early Head Start (6 months-3 year old's): two/15 minute sessions, daily. For Pre-Head Start (3-5 year old's): two/30-minute sessions.

PROGRAM OPERATIONS:

- * Zoom instruction and activities will include Literacy, Math, and one classroom activity. Schedule to be determined.

CHILD CARE:

- * Until further notice, per current Covid-19 conditions, Child Care is currently being assessed for safety.

PARENT EXPECTATIONS:

- * Sign out Chrome Books and agree to conditions of use.
- * Assist your child in logging on to Zoom sessions, and provide a quiet learning environment to lessen distractions for children.
- * Participate in Zoom meetings with teachers and Family Service Providers
- * Participate in Chrome Book trainings.
- * Agree to wear PPE (masks) and social distancing when necessary (at meal pick-up sites and curbside pick-up).

Contact Information

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Kathleen Herrera, Family Services Provider
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Margaret Mascarenaz, Disability Services Coordinator
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Pueblo of Laguna*Department of Education
Division of Early Childhood
P.O. Box 798 Laguna, NM 87026
21 Rodeo Drive Laguna, NM 87026
PH: 505-552-6544 FAX: 505-552-7533

Name of Child: _____

Child Drop-Off and Bus Screening Form

The Child Drop-Off and Bus Screening Form is a preventative measure used to reduce the spread of COVID-19 and to ensure health and safety of all children and staff. This Screening Form shall be conducted on a daily basis for all children entering the Center or Bus. A child will not be accepted into his/her classroom or bus until this screening form has been completed each day.

PLEASE KEEP CHILD HOME IF THEY ARE FEELING ILL AND NOTIFY THE CENTER IMMEDIATELY.

The Child Drop-Off and Bus Screening Form consists of the following:

Questionnaire

The following questions will be asked verbally by the staff member conducting the Screening process.

If Parent/Guardian responds with a "YES" to any of the questions, child will not be accepted into his/her classroom/bus for the day.

Please refer to the Parent Handbook for further specifications on the Child Drop-Off and Bus Procedures.

Has your child or anyone in child's household tested positive for the COVID-19 virus?

Has your child or anyone in child's household recently been exposed to an individual who tested positive for the COVID-19 virus?

Within the past 48 hours, has your child or anyone in child's household experienced fever and one or more of the following symptoms:

- Chills
- Shortness of breath or Difficulty breathing
- Coughing
- Fatigue
- Vomiting
- Diarrhea
- New loss of taste or smell
- Muscle or body aches
- Headache
- Sore Throat
- Congestion
- Runny Nose
- Nausea

II. Temperature Checks

Children dropped off for DEC Programs will have their body temperature checked prior to exiting the vehicle. Body temperature must be below 100.4°F. If child has a body temperature of 100.4° F or higher, child will not be accepted into his/her classroom/bus for the day.

Parent/Guardian Acknowledgment Statement

I, _____, have read over the Child Drop-Off Screening Tool and I understand what is expected of me for the prescreening as I drop my child off for DEC Program services.

(Please initial for each statement)

____ If my child is feeling ill, I will keep him/her home and notify the center immediately.

____ I will answer the questionnaire honestly and truthfully each day. I understand that if I reply “yes” to any of the questions being asked, my child may not be able to participate in DEC Program services.

____ I understand that if my child has a temperature of 100.4°F or higher, he/she will not be able to participate in DEC Program services.

____ It is my responsibility to inform any designated person(s), of the Child Drop-Off Screening Form procedure.

____ I understand that it is my responsibility to have my child ready (fully dressed and shoed) before getting out of the car when dropping off.

Parent/Guardian Signature

Date



Receipt of Parent Information

- I have received a copy of the Parent Information booklet.
- DEC staff members have reviewed this information with me and I understand the expectations and procedures for the Laguna Division of Early Childhood.

Child's Name: _____

Parent's/Guardian's Name: _____

Parent/Guardian Signature: _____

Date: _____