

*Laguna Department of Education*



***DIVISION OF EARLY CHILDHOOD***

***FAMILY HANDBOOK***  
***2024-2025***



**CONTACT INFORMATION**

Child's Classroom: -----

Classroom Teachers: -----

**Laguna Division of Early Childhood  
P.O. Box 207  
Laguna, NM 87026  
Telephone: (505) 552-6544  
Fax: (505)796-6909**

Ruth Hidalgo, Director  
Program Cell: (505)321-8490, Email: r.hidalgo@lagunaed.net

Jean Paquin, Program Manager  
Program Cell: (505) 290-9240, Email: j.paquin@lagunaed.net

Melanie Sarracino, ERSEA Manager  
Program Cell: (505) 235-9286, Email: me.sarracino@lagunaed.net

Madalynne Francis, Child Care  
Program Cell: (505) 280-3656, Email: m.francis@lagunaed.net

Tiffany Touchin, Family Services Provider  
Program Cell: (505) 220-2549, Email: t.touchin@lagunaed.net

Kathleen Herrera, Family Services Provider/Home Based Teacher  
Program Cell: (505) 290-9163, Email: k.herrera@lagunaed.net

Margaret Mascarenaz, Special Services Coordinator  
Office Phone: (505) 552-6544 ext. 5104, Email: mmascaranz@lagunaed.net





## **LETTER TO PARENTS**

Greetings Parents,

Welcome to a new school year 2024-2025. We trust you had an enjoyable summer with your children and they are ready for a wonderful school year of learning and having fun!

We have prepared a family handbook as a reference to guide you through the school year. The family handbook includes a contact page as a quick reference to follow and contact us if you have any questions. We ask that you share this information with individuals on your release/contact list so they may be aware of the DEC procedures in place. We appreciate your collaboration with DEC staff to keep your child safe during their Head Start experience.

Furthermore, our staff is readily available to answer your questions and provide information you may need. Also, monthly program information is provided through a monthly newsletter and via the LDOE website. We look forward to a successful educational journey with you and your child.

Warm regards,

Ruth Hidalgo  
Director





**TABLE OF CONTENTS**

Prevention, Teachers Support, Healthy Tips. . . . . 2

Program Operations. . . . . 3

Policy Council. . . . . 7

Bus Transportation Safety and Bus Routes. . . . . 8

Drop off/Pick Up Procedures. . . . . 12

Program Goals. . . . . 15

Language. . . . . 18

Attendance. . . . . 19

Screenings. . . . . 21

Children with Disabilities. . . . . 22

Family Service Providers. . . . . 24

Parent Engagement. . . . . 26

Health/Nutrition. . . . . 27

Reporting. . . . . 32

Transition. . . . . 33

Classroom/Playground Safety. . . . . 34

2024/2025 SY Calendar. . . . . 35





## **PREVENTION, A SHARED RESPONSIBILITY**

### **SCHOOL ACCOUNTABILITY**

- Frequently touched areas will be cleaned throughout the day and disinfected at the end of day.
- Hand sanitizing stations throughout the school.
- Air purifying systems throughout campus.

### **PARENT ACCOUNTABILITY**

- Keep your child at home if demonstrating symptoms of illness.

## **How teachers will support children attending school**

- **Routines:** Having a consistent, predictable routine provides children with a sense of safety and security. Being ready for the day with weather appropriate attire supports a healthy routine. New routines will be taught and practiced throughout the day.
- **Expect Behavioral Changes:** 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 emphasized throughout the day. Children feel safe when they know the expectations and rules.

*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.**

- **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. (For Example, "Mom is 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*

A blue rectangular border surrounds the page. At each of the four corners, there is a small decorative element consisting of three squares arranged in an L-shape, with the corner square being slightly larger than the two adjacent ones.

# **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 8:00 a.m.—2:00 p.m. and follows the Laguna Division of Early Childhood calendar.
- ◆ The DEC calendar is aligned with the Laguna Department of Education calendar in regards to holidays.
- ◆ Breakfast is from 8:00 a.m. to 8:30 a.m., no breakfast will be served after this time.
- ◆ Lunch is from 12:00 p.m. to 12:30 p.m. Monday through Thursday and 11:00 a.m. to 11:30 a.m. of Friday, no lunch will be served after this time.
- ◆ Afternoon snack is served at 1:30 p.m. to 1:45 p.m.
- ◆ At 2:00 p.m. children board buses to be transported home.

### **EARLY HEAD START**

- ◆ Early Head Start is a center based program for children 6 months to age 3.
- ◆ Early Head Start is in session from 7:30 a.m.—3:00 p.m. and follows the DEC calendar.
- ◆ The DEC calendar is aligned with the LDoE calendar in regards to holidays.
- ◆ Breakfast is from 8:00 a.m. to 8:30 a.m., no breakfast will be served after this time.
- ◆ Lunch is from 11:00 a.m. to 11:30 a.m., no lunch will be served after this time.
- ◆ Afternoon snack is served at 2:00 p.m. to 2:30 p.m.
- ◆ Home Based services are provided for pregnant mothers to age 3.
- ◆ Home Based services provide the family one home visit per week for an hour and a half. A minimum of 46 visits per school year.
- ◆ Home Based services provide a minimum of 22 group socialization activities per school year. (45 CFR Chapter XIII Head Start Program Performance Standards page 23 Program Operations 1302.22 ©(1)(i)(ii))
- ◆ Home Based services follow the LDoE calendar in regards to holidays.

### **CHILD CARE**

- ◆ A child must be enrolled in Head Start to enroll in DEC Child Care services. Parents/ Legal Guardians must be employed or be in school to utilize DEC Child Care services.
- ◆ Child Care service is available Monday—Thursday from 2:00 p.m. to 5:00 p.m. and Friday from 12:15 p.m. to 4:30 p.m.
- ◆ A.M. and P.M. snacks are provided for all children enrolled in Child Care.
- ◆ DEC does not offer drop in service.
- ◆ In case of inclement weather or school closure, there will not be child care services.

### Unscheduled closures and delays

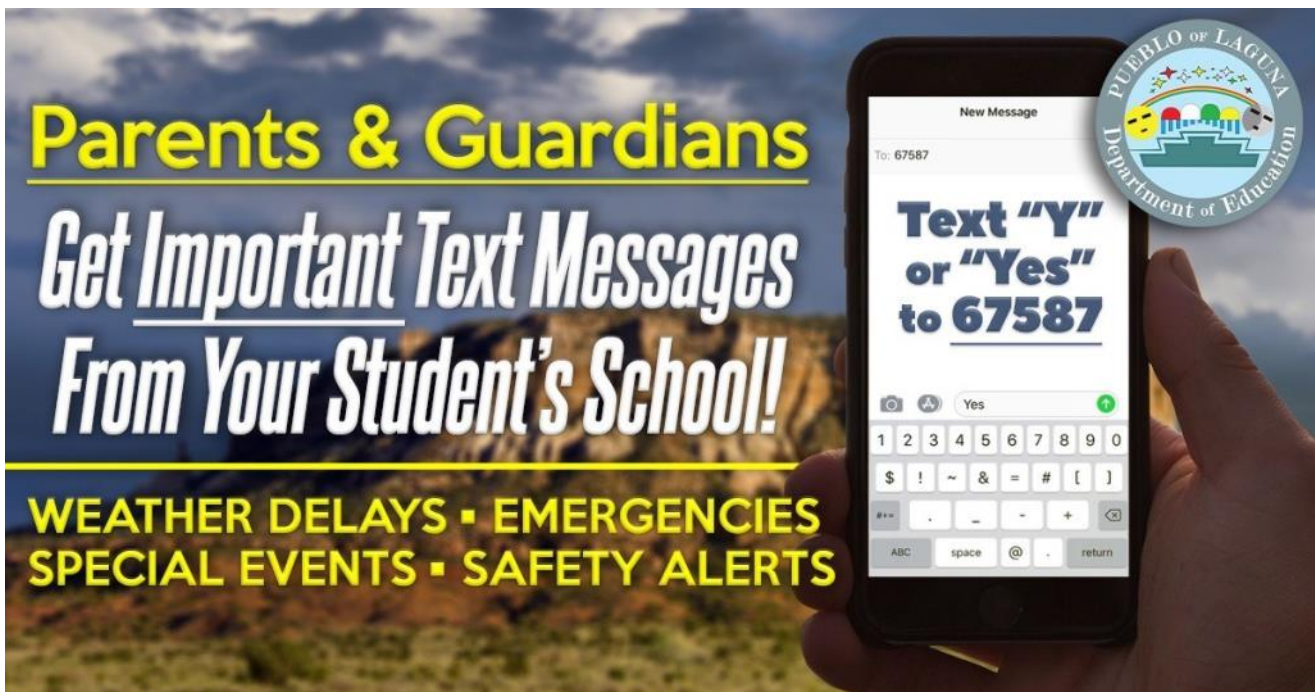
DEC program closures and delays will be announced on local TV and radio stations. **Please make sure DEC has your current contact phone numbers** as early program dismissals are unexpected and parents are contacted as soon as possible.

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

Opt in to Messenger:





## **Withdrawing your Child and Child/Custody**

### PROCEDURE FOR WITHDRAWING A CHILD FROM PROGRAM:

\*A parent may withdraw their child from program by filling out the appropriate form. 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. Parents/Legal Guardians/Foster Parents must provide a current court order indicating legal custody. All legal court matters must be current when changes occur. All confidential records will be stored in the child's file 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. Parents 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 @ 505-321-8490.

## **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/Guardian will have to sign child in/out in the front office and attain a "pass". This pass verifies to classroom teachers that you have signed your child in or out of program. Teachers may have you sign child in/out in the classroom as well.

Children will only be released from classrooms to authorized persons listed on the child's contact list by the legal guardian or parent. A parent must list authorized persons 18 years of age or older to sign out children from the bus or the center.

No child will be released to anyone suspected of being under the influence or possession of alcohol or controlled substances. In addition, a child will not be released without an age appropriate car seat.

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.



## **POLICY COUNCIL**

MEETS ONE TIME PER MONTH

Members shall be parents or legal guardians (court order must be on file indicating legal custody) of children presently enrolled in Head Start.

## **PRESCHOOL HEAD START**

There will be one representative elected from each Preschool classroom with no less than five (5) representatives for PHS.

## **EARLY HEAD START**

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

HSPS 1301.3



**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. **YELLOW** lights signal the bus is approaching a designated stop.

**CHILDREN MUST BE 3 YEARS OLD TO RIDE THE BUS.**

### PRESCHOOL HEAD START BUS TRANSPORTATION

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

#### RULES FOR CHILDREN ON THE BUS

*Bus monitors will be present to assist children entering and exiting the bus at all times.*

1. Please keep seat belt and restraint buckles on at all times while bus is in motion.
2. Please stay seated until the bus comes to a complete stop.
3. Please keep hands and feet to ourselves.
4. Please keep hands and feet out of aisle.
5. Please use inside voices.
6. **PLEASE DO NOT ENCOURAGE JUMPING OFF THE BUS.** Please have your child hold the rail and step down.
7. Please keep food and drinks at home. Breakfast will be provided at school.

#### 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 flops, Crocs or any open toed shoe are not to be worn to school
- ⇒ PLEASE wait for bus to come to a complete stop and wait for doors to be opened, before approaching the bus.

## COMMUNICATION BETWEEN PARENTS AND STAFF:

- ◆ Parents are required to keep contact information updated.
- ◆ If your child has been absent three(3) consecutive days, the bus driver will assume the child is no longer riding the bus and discontinue the bus stop. **The parent must call the program to let them know if and when the child will resume riding the bus.**
- ◆ Buses will depart Head Start at 2:05p.m.
- ◆ Please call the office to ask to have your child held back NO LATER than 1:30p.m. There will not be anyone to supervise children once buses depart.
- ◆ If parents are wanting to pick up their child, parent must be at the center before child boards the bus at 1:55p.m. NO EXCEPTIONS.
- ◆ 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 Orientation or be given a copy of the bus orientation information. Must be 18 years of age or older.
- ◆ Please inform program staff of any existing medical conditions that could affect their bus transportation.
- ◆ Parents are required to call the school if your child will not be riding the bus.

### 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 IS RETURNED TO THE CENTER, AFTER THREE TIMES, APPROPRIATE MEASURES WILL BE TAKEN.**
  1. Verbal Warning
  2. Letter from Director
  3. Social Services will be contacted

Please be reminded that children, at this age, can feel neglected and traumatized when they are not picked up by parent or guardian.

### 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 Drivers 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

**Bus times are subject to change throughout the year due to enrollment, attendance and weather.**

**Be waiting 10 minutes prior to your bus stop time.**

## **PAGUATE/LAGUNA VILLAGE, SUBDIVISION & GREEN ACRES**

Morning Departure: 7:00 a.m. Afternoon Departure: 2:00 p.m.

- Paguate Subdivision
- Paguate Day school Road (Old Post Office)
- NW Laguna Village (Ball Field)
- Laguna Village (Ball Field)
- Laguna Subdivision (Veteran's Memorial Loop)
- Green Acres
- Laguna Village (Tribal Building Area)



## **ENCINAL/PARAJE MOUNTAIN ASH LOOP SUNNYSIDE/SEAMA/CASA BLANCA**

Morning Departure: 7:00 a.m. Afternoon Departure: 2:00 p.m.

- Encinal Windmill
- Mountain Ash Loop
- Paraje Village
- Sunnyside Khe Sahn Memorial
- New York
- Seama Village
- Seama Subdivision (Deer Dancer Road)
- Casa Blanca Subdivision (Blue Star Loop/ Blue Sky)

## **MESITA/RODEO DRIVE**

Morning Departure: 7:30 a.m. Afternoon Departure: 2:00 p.m.

- Mesita Industrial Parkway Loop (Marble Road)
- Mesita Subdivision (Basketball Court)
- NM Highway Department (NM State Highway)
- Mesita Village (E. Village Bus Stop by windmill)
- Mesita Village (W. Village Bus Stop, Cloud View Road)
- Mesita Highway 124
- Rodeo Drive





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

## **BEFORE COMING TO THE CENTER**

*In accordance with the Pueblo of Laguna Executive Order #8, Parents/Legal Guardians must ensure they are prepared to be responsible for their children with the importance and knowledge of illness prevention in regard to Covid-19 just as you would with the Flu or other infectious diseases.*

### ***Parent/Guardians must keep children home if:***

- Any person experiencing one or more of the following symptoms (loss of taste or smell, chills, cough, shortness of breath, sore throat, headache, or muscle pain) should consult with a medical professional when such symptoms occur and obtain a Flu, RSV and Covid-19 test in accordance with their advice.
- Any person who tests positive for the Flu, RSV and/or Covid-19 from either a PCR or a home rapid test must be fever free for a 24 hour period and wear a mask while on DEC campus.
- Please contact the school to inform that your child will not be attending school.

## **DROPPING OFF**

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

- Families are encouraged to arrive and depart from center at 5 MPH, a “crawling” pace in their vehicles.
- Early Head Start drop off begins at 7:30 a.m. Parents may park in the front parking lot, walk their child to their classroom until 8:30 a.m. At 8:31 a.m. parents must sign in their child in at the front office. Parents will attain a “Pass to Class”. The pass must be presented to classroom teachers as verification child was signed in at the front office.
- Preschool Head Start drop off begins at 8:00 a.m. Parents may park in the front parking lot, walk their child to their classroom until 9:00 am. At 9:01 a.m. parents must sign their child in at the front office. Parents will attain a “Pass to Class”. The pass must be presented to classroom teachers as verification child was signed in at the front office.
- Avoid designating those considered at high risk, such as elderly, or those who have underlying health conditions.
- ***Families are expected to bring children to school on time.***

***Parents be reminded, children need adjustment time, be prepared to support your child during their transition period.***



## **PICKING UP**

***Parents/Legal 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 3:00 p.m. and Preschool Head Start ends at 2:00 p.m. DEC closes at 4:15 p.m. Monday through Thursday and at 1:15 p.m. on Friday.*
- *Only adults 18 years of age or older on the child's approved check out list may sign child out of program.*
- *Person on approved check-out list will park in the front parking lot. Come into the front office and sign the child out of program. Parents will attain a "Sign Out" pass to present to teachers for verification of checking-out child.*

## **EARLY RELEASE**

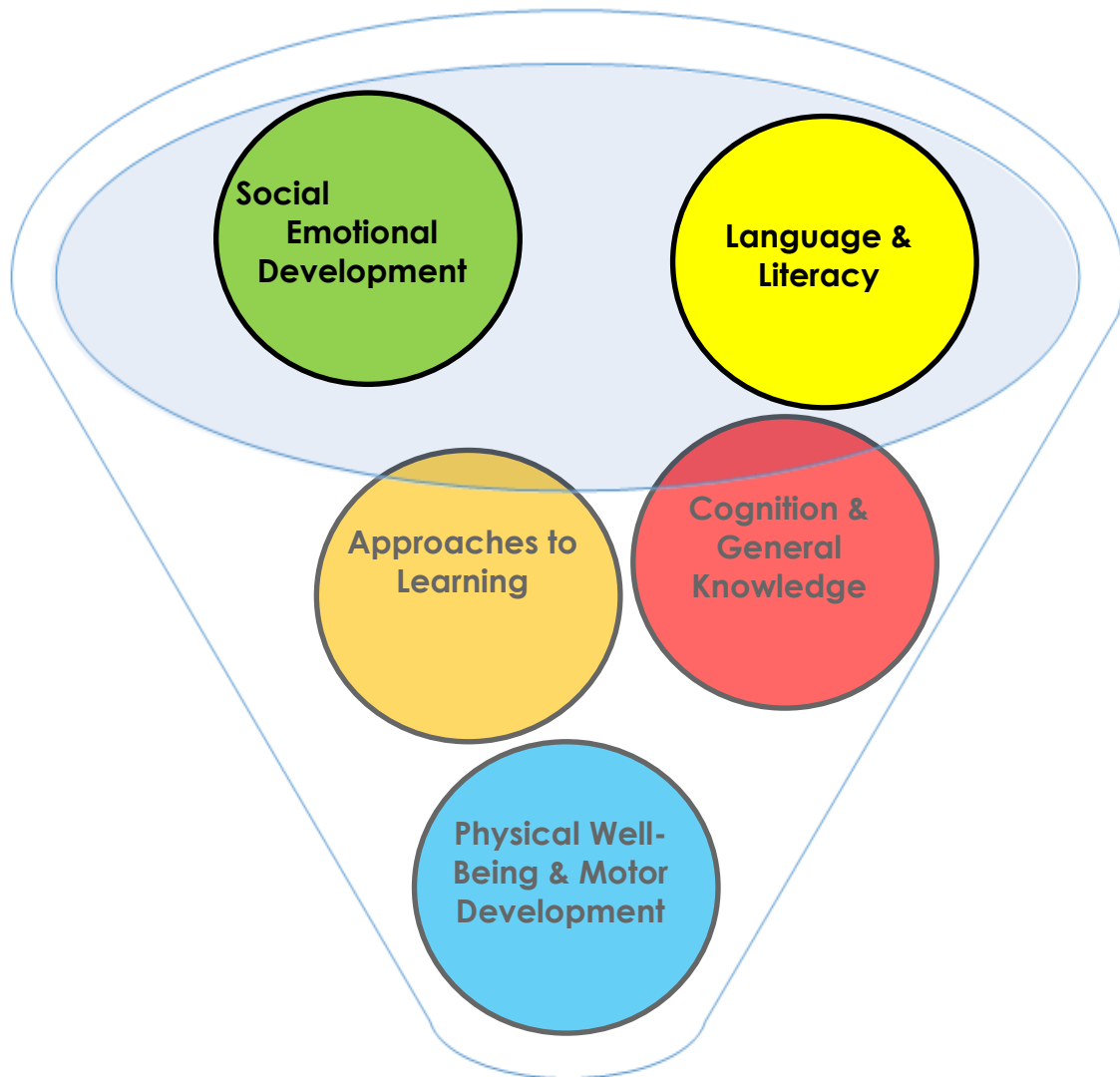
***We ask that you follow these early release guidelines to ensure safety for all:***

- *If an "Early Release" is called for any reason, every attempt to contact all parents is made. Notification can be made via Messenger, text message or phone call.*
- *Parent has up to 30 minutes to pick up their child once an early release has been determined.*
- *Parents, please ensure contact information is current.*
- *Children that are on a bus route will be bused home at the indicated time of early release.*
- *See protocol for children who ride the bus under Bus Transportation, Safety and Bus Routes. Page 9*



# PROGRAM GOALS

# Five major areas of development



**School Readiness**

# School Readiness—Overview

School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Learn more about the approach.

- Physical, cognitive, social and emotional development are all essential ingredients of school readiness.
- DEC views school readiness as children possessing the skills, behavior, and knowledge necessary for success in school and for later learning.
- DEC must establish school readiness goals that are appropriate for the ages and development of enrolled children according to the following Early Learning Outcomes (ELOF) Framework and New Mexico Early Learning Guidelines (NMELG's)

⇒ *Approaches to Learning*

⇒ *Social and Emotional Development*

⇒ *Language and Literacy*

⇒ *Cognition*

⇒ *Perceptual, Motor, and Physical Development*

- Implementing and measuring progress, toward school readiness goals, help DEC individualize for each child and ensures that children know and can do what is needed to be ready for kindergarten.
- DEC is required to consult with parents in establishing school readiness goals and to respect parents as their children's primary nurturers, teachers, and advocates, as described in the Parent, Family, and Community Engagement (PFCE).
- As children transition to kindergarten, DEC and Laguna Elementary School work together to promote school readiness.





## Language

### Tribal Language Preservation & Revitalization

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

- **Outdoor Classrooms** (planting, harvesting, S.T.E.A.M. Activities)
- **Cultural Life Ways** (baking/cooking, dancing, morning prayer, Feast Days)
- **Language Instructors** (language classes are offered for teachers, to pass the knowledge on to the children)
- **Collaboration with the Office Of Laguna Learning**  
(creating content for implementing language/culture into the classrooms such as posters with QR codes, bingo games, books, recordings of the Laguna language, and cooking demonstrations.)

*HSPS 1302.36*

# 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 Head Start 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 Head Start experience.

## DEC ATTENDANCE PLAN

An attendance report will be collected from each classroom by 8:30 a.m. EHS and by 9:00 a.m. PHS.

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

If a child has two unexplained absences, a home visit will be conducted 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 Family Service Providers 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.

# SCREENINGS

## HEAD START SCREENINGS

The purpose of screening is to identify children for possible developmental, health, or sensory concerns who should be referred for evaluation. Developmental screening is a brief process using standardized health and developmental screening instruments. Screening is used to make judgements about children in order to determine if a referral for further evaluation is necessary.

(HSPPS Child Screenings and assessments, 45 CFR § 1302.33)

- Screenings occur with the consent and collaboration of the parents.
- Programs complete or obtain, in compliance with the Individuals with Disabilities Education Act and collaboration with the local agencies, a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home based program option, receives a home visit.
- A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.
- A program must use one or more research-based developmental standardized screening tools to complete the screening.
- As part of the screening, a program must use additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.
- If warranted through screening and additional relevant information, and with direct guidance from a mental health or child development professional, a program must, with the parent's consent, promptly and appropriately address any needs identified via referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA.
- Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.

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).



# CHILDREN WITH DISABILITIES

The Laguna Division of Early Childhood program provides quality services to children with disabilities in an inclusion setting per the federal law titled Individuals with Disabilities Education Act (IDEA) for children birth to individuals up to the age of 21.

By law, programs must provide special assistance to eligible children with diagnosed disabilities and or developmental delays. This is called special education and related services. See below for a summary of Basics of the Special Education Process under the IDEA (Individuals with Disabilities Education Act).

1. Identification of children requiring special education and related services by a referral or request for an evaluation by:
  - A. A school/program professional (parent permission is **always** required) OR
  - B. A parent may also contact child's teacher or disabilities coordinator to ask that their child be evaluated.
2. Evaluation – focuses on the individual child and is conducted by professionals in each area of concern such as speech therapy and physical therapy. An evaluation must assess the child in all areas related to the child's suspected disability or delay. **Parent permission required.**
3. If a child is found to have a disability, as defined by IDEA, a team of school professionals and the parents/legal guardian must meet to write an Individual Family Service Plan (IFSP) for infants/toddlers or an Individual Education Program (for children ages 3 and above). IFSPs and IEPs are tailored plans to support each child's learning in an inclusive environment.
4. After the IEP or IFSP is written, services are provided by local professional agencies such as: Native American Professional Parent Resources, La Vida Felicidad and Grants Cibola County Schools. Progress reports are given to parents.
5. The IEP or IFSP is reviewed by the "team" at least once a year, or more if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to participate in these meetings.



**Learning Knows No Bounds**

## **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 timelines 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.

# 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 family goals
3. Connect families to local resources

### Service Provider Role:

- Contact families at least one time per month
  - °(Re: Family Welfare check, attendance, program information or as needed.)
- Conduct a minimum of four (4) in person visits per program year
- Complete a Family Partnership with families:
  - °Family Strengths and Needs Assessment
  - °Family Goals and follow-up
- Plan and coordinate monthly parent committee & parent education meetings, four (4) quarterly father involvement activities and events, including research based opportunities and suggestions: Suggestion for activity:  
\_\_\_\_\_
- Provide resources based on the family's needs and requests
- Assist in recruitment of children for the Division of Early Childhood Program
- Maintains confidentiality
- Serves as a mandatory Child Abuse and Neglect Reporter
- Takes 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
- Transition:
  - °EHS to PHS
  - °PHS to Kindergarten
  - School of choice: \_\_\_\_\_

## 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 procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement 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, 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 1305.52



# PARENT ENGAGEMENT

## Parent Committee:

Within the parent committee structure, a program may determine the best methods to engage families using strategies that are most effective in their community.

## Parent Education: (Researched based)

Strategies that support positive relationships between parents' involvement in their child's education. Monthly sessions are available to families.

## Father Engagement:

Engaging fathers in Head Start (HS) and Early Head Start (EHS) programs can have a deep impact on children, their families, and the community as a whole. Engaging fathers builds a lasting impact on fathers' connection and involvement in their children's development and well-being, leading to a larger impact on the family as a whole as well as on the entire local community.

## 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 uses of Conscious Discipline. Conscious Discipline meets families where they are, empowering all families to 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



## **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 29.
- ◆ You may get a note from your doctor if your child is on another 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 current.
- ◆ Well-child check documentation must be current and turned in to the Health Aide after each visit.

# Your child needs vaccines as they grow!

## 2024 Recommended Immunizations for Birth Through 6 Years Old

Want to learn more?  
Scan this QR code to find out which vaccines your child might need. Or visit [www.cdc.gov/vaccines/tool/child.html](http://www.cdc.gov/vaccines/tool/child.html)



VACCINE OR PREVENTIVE ANTIBODY	BIRTH	1 MONTH	2 MONTHS	4 MONTHS	6 MONTHS	7 MONTHS	8 MONTHS	12 MONTHS	15 MONTHS	18 MONTHS	19 MONTHS	20-23 MONTHS	2-3 YEARS	4-6 YEARS	
<b>RSV antibody</b>	Depends on mother's RSV vaccine status					Depends on child's health status									
<b>Hepatitis B</b>	Dose 1	Dose 2		Dose 3											
<b>Rotavirus</b>		Dose 1	Dose 2	Dose 3											
<b>DTaP</b>		Dose 1	Dose 2	Dose 3		Dose 4						Dose 5			
<b>Hib</b>		Dose 1	Dose 2	Dose 3		Dose 4									
<b>Pneumococcal</b>		Dose 1	Dose 2	Dose 3		Dose 4									
<b>Polio</b>		Dose 1	Dose 2	Dose 3						Dose 4					
<b>COVID-19</b>	At least 1 dose of updated (2023-2024 Formula) COVID-19 vaccine														
<b>Influenza/Flu</b>	Every year. Two doses for some children														
<b>MMR</b>	Dose 1								Dose 2						
<b>Chickenpox</b>	Dose 1								Dose 2						
<b>Hepatitis A</b>	2 doses separated by 6 months														

**KEY**

- ALL children should be immunized at this age.
- SOME children should get this dose of vaccine or preventive antibody at this age

**Talk to your child's health care provider for more guidance if:**

- Your child has any medical condition that puts them at higher risk for infection.
- Your child is traveling outside the United States.
- Your child misses a vaccine recommended for their age.

## Diseases and the Vaccines that Prevent Them

BIRTH-6 YEARS OLD

DISEASE	VACCINE	DISEASE SPREAD BY	DISEASE SYMPTOMS	DISEASE COMPLICATIONS
<b>Hepatitis B</b>	<b>HepB</b> 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, death
<b>Rotavirus</b>	<b>RV</b> vaccine protects against rotavirus.	Through the mouth	Diarrhea, fever, vomiting	Severe diarrhea, dehydration, death
<b>Diphtheria</b>	<b>DTaP*</b> 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
<b>Pertussis (whooping cough)</b>	<b>DTaP*</b> 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
<b>Tetanus</b>	<b>DTaP*</b> 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
<b>Haemophilus influenzae type b (Hib)</b>	<b>Hib</b> 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
<b>Pneumococcal disease (PCV13, PCV15)</b>	<b>PCV</b> vaccine protects against pneumococcal disease.	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
<b>Polio</b>	<b>IPV</b> vaccine protects against polio.	Air, direct contact, through the mouth	May be no symptoms, sore throat, fever, nausea, headache	Paralysis, death
<b>Coronavirus disease 2019 (COVID-19)</b>	<b>COVID-19</b> vaccine protects against severe complications from coronavirus disease 2019.	Air, direct contact	May be no symptoms, fever, muscle aches, sore throat, cough, runny nose, diarrhea, vomiting, new loss of taste or smell	Pneumonia (infection in the lungs), respiratory failure, blood clots, bleeding disorder, injury to liver, heart or kidney, multi-system inflammatory syndrome, post-COVID syndrome, death
<b>Influenza (Flu)</b>	<b>Flu</b> vaccine protects against influenza.	Air, direct contact	Fever, muscle pain, sore throat, cough, extreme fatigue	Pneumonia (infection in the lungs), bronchitis, sinus infections, ear infections, death
<b>Measles</b>	<b>MMR**</b> vaccine protects against measles.	Air, direct contact	Rash, fever, cough, runny nose, pink eye	Encephalitis (brain swelling), pneumonia (infection in the lungs), death
<b>Mumps</b>	<b>MMR**</b> 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, death
<b>Rubella</b>	<b>MMR**</b> 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
<b>Chickenpox</b>	<b>Varicella</b> vaccine protects against chickenpox.	Air, direct contact	Rash, tiredness, headache, fever	Infected blisters, bleeding disorders, encephalitis (brain swelling), pneumonia (infection in the lungs), death
<b>Hepatitis A</b>	<b>HepA</b> 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, death

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

Last updated December 2022 • C5322257-A

# MEAL PATTERNS

## CACFP Infant Meal Pattern

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

## CACFP Breakfast Meal Pattern – Children & Adults

Components (Select at least 3)	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18	Adults
<b><u>Milk</u></b> , fluid Unflavored Whole milk for children age 1. Unflavored Low Fat (1%) or Non-Fat (skim) for children 2-5. Unflavored or Flavored Low Fat (1%) or 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
<b><u>Vegetables and Fruits</u></b> Vegetable(s) and/or fruit(s) or portions of both <b>or</b> Full strength 100% fruit or vegetable juice (limit to 1/day) <b>or</b> An equivalent quantity of any combination of the above	¼ cup ¼ cup	½ cup ½ cup	½ cup ½ cup	½ cup ½ cup	½ cup ½ cup
<b><u>Grains/Breads</u></b> (Whole Grain, Whole Grain Rich, or Enriched) Group B: Bagels, bread, biscuits, tortillas, buns, English muffins, pizza crust, etc. <b>or</b> Group C: Pancakes, waffles, croissants, corn bread, corn muffins, etc. <b>or</b> Group D: Muffins or quick breads, <b>or</b> Group E: French Toast <b>or</b> Group H: Cooked cereals, cereal grains (oats, barley, quinoa, bulgur, cracked wheat), rice, and/or pasta or noodle products <b>or</b> Group I: Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal – dry, cold (no more than 6 gr. sugar/dry oz.) Flakes or rounds Puffed cereal Granola <b>or</b> An equivalent quantity of any combination of the above	½ oz. eq. = 0.5 oz./14 g. 0.6 oz./17 g. 1 oz./28 g. 1.2 oz./35 g.	½ oz. eq. = 0.5 oz./14 g. 0.6 oz./17 g. 1 oz./28 g. 1.2 oz./35 g.	1 oz. eq. = 1 oz./28 g. 1.2 oz./34 g. 2 oz./55 g. 2.4 oz./69 g.	1 oz. eq. = 1 oz./28 g. 1.2 oz./34 g. 2 oz./55 g. 2.4 oz./69 g.	2 oz. eq. = 2 oz./56 g. 2.4 oz./68 g. 4 oz./110 g. 4.8 oz./138 g.
<b><u>OPTIONAL: Meat/Meat Alternate</u></b> May be used to substitute for an entire <b>grain</b> serving, 3 times per week maximum	½ oz. eq.	½ oz. eq.	1 oz. eq.	1 oz. eq.	2 oz. eq.

Revised January 2024



# CACFP Lunch & Supper Meal Pattern – Children & Adults

Components (Select all 5)	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18	Adults
<b>Milk</b> , fluid Unflavored Whole milk for children age 1. Unflavored Low Fat (1%) or Non-Fat (skim) for children 2-5. Unflavored or Flavored Low Fat (1%) or 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
<b>Vegetables</b> Whole vegetable or full strength 100% vegetable juice (limit to 1/day)	¼ cup	¼ cup	½ cup	½ cup	½ cup
<b>Fruits</b> Whole fruit or full strength 100% fruit juice (limit to 1/day)	¼ cup	¼ cup	¼ cup	¼ cup	¼ cup
<b>Grains/Breads</b> (Whole Grain, Whole Grain Rich, or Enriched) Group A: Breading, bread sticks (hard), crackers, croutons, stuffing, etc. or Group B: Bread, biscuits, buns, tortillas, taco shells, pitas, pizza crust, etc. or Group C: Croissants, corn bread, corn muffins, pot pie crust, or Group H: Cooked cereals, cereal grains (oats, barley, quinoa, bulgur, cracked wheat), rice, and/or pasta or noodle products or An equivalent quantity of any combination of the above	½ oz. eq. = 0.4 oz./11 g. 0.5 oz./14 g. 0.6 oz./17 g.  ¼ cup	½ oz. eq. = 0.4 oz./11 g. 0.5 oz./14 g. 0.6 oz./17 g.  ¼ cup	1 oz. eq. = 0.8 oz./22 g. 1 oz./28 g. 1.2 oz./34 g.	1 oz. eq. = 0.8 oz./22 g. 1 oz./28 g. 1.2 oz./34 g.	2 oz. eq. = 1.6 oz./44 g. 2 oz./56 g. 2.4 oz./68 g.  1 cup
<b>Meat and Meat Alternates</b> Lean meat, poultry, fish, tempeh, cheese or Commercial tofu (firm) or tofu products (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.

## Children & Adults

Components (Select any 2 of the 5)	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18	Adults
<b>Milk</b> , fluid Unflavored Whole milk for children age 1. Unflavored Low Fat (1%) or Non-Fat (skim) for children 2-5. Unflavored or Flavored Low Fat (1%) or 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
<b>Vegetables</b> Whole vegetable, or Full-strength 100% vegetable juice (limit to 1/day)	½ cup	½ cup	¾ cup	¾ cup	½ cup
<b>Fruits</b> Whole fruit, or Full-strength 100% fruit juice (limit to 1/day)	½ cup	½ cup	¾ cup	¾ cup	½ cup
<b>Grains/Breads</b> (Whole Grain, Whole Grain Rich, or Enriched) Group A: Breading, bread sticks (hard), crackers, croutons, stuffing, etc. or Group B: Bread, buns, tortillas, animal/Graham crackers, pizza crust, etc. or Group C: Pancakes, waffles, croissants, corn bread, corn muffins, etc. or Group D: Muffins or quick breads, or Group H: Cooked cereals, cereal grains (oats, barley, quinoa, bulgur, cracked wheat), rice, and/or pasta or noodle products or Group I: Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal – dry, cold (no more than 6 gr. sugar/dry oz.) Flakes or rounds Puffed cereal Granola or Popcorn* (whole grain), unsweetened	½ oz. eq. = 0.4 oz./11 g. 0.5 oz./14 g. 0.6 oz./17 g. 1 oz./28 g.  ¼ cup  ½ cup ¼ cup ¼ cup Avoid: choking	½ oz. eq. = 0.4 oz./11 g. 0.5 oz./14 g. 0.6 oz./17 g. 1 oz./28 g.  ¼ cup  ½ cup ¼ cup ¼ cup 1 ½ cup	1 oz. eq. = 0.8 oz./22 g. 1 oz./28 g. 1.2 oz./34 g. 2 oz./55 g.  ½ cup  1 cup 1 ¼ cup ¼ cup 3 cups	1 oz. eq. = 0.8 oz./22 g. 1 oz./28 g. 1.2 oz./34 g. 2 oz./55 g.  ½ cup  1 cup 1 ¼ cup ¼ cup 3 cups	1 oz. eq. = 0.8 oz./22 g. 1 oz./28 g. 1.2 oz./34 g. 2 oz./55 g.  ½ cup  1 cup 1 ¼ cup ¼ cup 3 cups
<b>Meat and Meat Alternates</b> Lean meat, poultry, fish, tempeh, cheese or Commercial tofu (firm) or tofu products (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.

## **ILLNESS**

If your child is having symptoms of illness while at the program, this is the procedure that will be followed:

1. Health Aide is called to the classroom with a concern. Health aide will complete assessment and make a determination as to whether or not the symptoms fit within the exclusion criteria outlined in our policy. This is a case by case basis.
2. If the symptoms DO NOT fit within the exclusion criteria, the child may stay at the program. An Incident/Injury/Illness report will be sent home to notify parents/guardians and to recommend further monitoring of symptoms at home.
3. If the symptoms DO fit within the exclusion criteria, the health aide will take the child to the childcare room and wait with them until they are picked up. Health aide will make a report and a parent/guardian will be called to pick up the child. Child is to be picked up within 30 minutes of notification. Please go to the front office to sign child out.
4. When the child is picked up, health aide will give the parent/guardian the report and discuss further action. If a child is sent home with symptoms of a contagious/communicable illness, a doctor's note clearing the child WILL be required for the child to return to program to ensure the health and safety of all DEC children and the illness is not spread.

Be reminded:

1. Washing hands with soap and water is the number one way to prevent infection/illness.
2. Keep contact numbers up-to-date and voicemails cleared, in case there is a concern regarding your child while they are at the program we are able to reach you.
3. When coming to pick up the child from program, whether it be parents or others on the child's contact list, please be sure the child has a car seat.

We appreciate your cooperation in keeping DEC children healthy and safe. Should you have any questions/concerns please call the school @ (505)552-6544 ext. 5103.

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.

## **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 Incident, 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.

## **BED BUGS**

- If a suspected bed bug is found on a child or their belongings, the child's clothing and belongings will be examined.
- The child will be changed into their extra clothing and soiled clothing/belongings will be put into a sealed plastic bag.
- Parents/guardians will be notified to come pick up their child within 30 minutes. Informational/instructional material will be sent home with the child.
- Classroom/bus will be treated once an incident has been determined.

# 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 Director immediately at 505-321-8490.
- \* You will be contacted by phone by one of your child's teachers if an accident or injury occurs at DEC. 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 an Incident Report at the end of the day to inform you of the situation.
- \* The Director or Managers are required to sign any report going home so a delay of notice of one day may occur.
- \* Always call the Director 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;

- ◆ Six (6) months prior to 3rd birthday (may be less than 6 months if child enrolls later) A meeting will be scheduled with parent and Family Service Provider, to discuss the plan.
- ◆ Two (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.
- ◆ Seven to ten days after 3rd birthday, child may start Preschool on her/his 3rd birthday if all the steps have been completed.
- ◆ 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 once during the spring.
- ◆ Families of transitioning children will be invited to attend an evening presentation of Kindergarten curriculum offerings at Laguna Elementary School.

HSPS 1302.71

# CLASSROOM AND PLAYGROUND SAFETY



## TOYS/PERSONAL ITEMS

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 mark the item clearly with your child's name so that it can be returned home at the end of the day.

## CLASSROOM AND PLAYGROUND SAFETY

- \* Please dress your children so they may participate in a day of physical activity and learning.
- \* Children will run, climb, step, and engage in physical activities throughout the day.
- \* Children will engage in "messy" play such as water, mud and paint.
- \* To prevent classroom and playground injuries, please refrain from sending your child to school with hoodies with drawstrings, Crocs, flip-flops, sandals or open toed, wheels or heeled shoes.
- \* Please do not send personal items such as blankets, toys or stuffed animals with your child to school.
- \* For hydration, please send an empty water bottle for your child to use for the duration of the school year.
- \* You may want to label your child's clothing to prevent lost items.

# DIVISION OF EARLY CHILDHOOD CALENDAR · 2024/2025

APPROVED BY THE LDOE SCHOOL BOARD

### JULY 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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			

### AUGUST 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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

### SEPTEMBER 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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					

### OCTOBER 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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		

### NOVEMBER 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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

### DECEMBER 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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				

### JANUARY 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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

### FEBRUARY 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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	

### MARCH 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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					

### APRIL 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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						

### MAY 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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					

### JUNE 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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						

- NATIONAL HOLIDAYS**
  - JUL 4, 2024 - INDEPENDENCE DAY
  - SEP 2, 2024 - LABOR DAY
  - OCT 14, 2024 - INDIGENOUS PEOPLES' DAY
  - NOV 11, 2024 - VETERANS DAY
  - NOV 28, 2024 - THANKSGIVING DAY
  - DEC 25, 2024 - CHRISTMAS DAY
  - JAN 1, 2025 - NEW YEAR'S DAY
  - JAN 20, 2025 - MARTIN L. KING DAY
  - FEB 17, 2025 - PRESIDENTS' DAY
  - MAY 26, 2025 - MEMORIAL DAY

- CULTURE/WELLNESS**
  - AUG 15, 2024 - MESITA FEAST
  - SEPT 8, 2024 - ENCALINA FEAST
  - SEPT 19, 2024 - LAGUNA FEAST
  - SEPT 25, 2024 - PAGUAITE FEAST
  - OCT 17, 2024 - PARAJE FEAST
  - MAR 19, 2025 - LAGUNA FEAST

- RELIGIOUS DAYS**
  - NOVEMBER 1
  - JANUARY 6
  - APRIL 18
  - PARENT-TEACHER CONF.
    - NOVEMBER 7
    - MARCH 6
  - PROF. DEV.
    - AUGUST 2
    - JANUARY 7

- BREAKS**
  - THANKSGIVING
    - NOV 25-29
  - WINTER BREAK
    - DEC 23-JAN 6
  - SPRING BREAK
    - MAR 10-14

- 1ST DAY DEC STUDENTS**
  - JULY 29
- LAST DAY DEC STUDENTS**
  - JUNE 20
- 1ST DAY DEC STAFF**
  - JULY 18
- LAST DAY DEC STAFF**
  - JUNE 30

**START/END TIMES:**  
 EHS: 7:30 A.M. - 3:00 P.M. MON - THURS.  
 PHS: 8:00 A.M. - 2:00 P.M. MON - THURS.  
**FRIDAYS:**  
 EHS: 7:30 A.M. - 12:00 P.M.  
 PHS: 8:00 A.M. - 12:00 P.M.  
 ☺ **PAYDATE**



### **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 Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_