

Laguna Department of Education



DIVISION OF EARLY CHILDHOOD

FAMILY HANDBOOK
2023-2024



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LETTER TO PARENTS

Greetings Parents,

Welcome to a new school year 2023-2024. We trust you had an enjoyable summer with your children and they are ready for a wonderful school year of learning and having fun!

Division of Early Childhood (DEC) staff have spent the last month attending trainings and preparing their classroom. We are anxiously awaiting the arrival of your child/ren and educating them through their earliest steps of learning.

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 DEC 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,

DEC Staff

Ruth Hidalgo, Director





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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 are installed throughout campus.

PARENT ACCOUNTABILITY

- Keep your child at home if ill or demonstrating symptoms of illness. i.e. (fever, cough, sore throat, nausea, etc.)

How teachers will support children attending school

- **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:** 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 through the day. Children feel safe when they know the expectations 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.

- **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 children 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.
- ◆ Breakfast is from 9:00 am to 9:30 am, no breakfast will be served after this time.
- ◆ Lunch is from 12:00 pm to 12:30 pm, no lunch will be served after this time.
- ◆ PM snack is served at 1:30 pm to 1:45 pm.
- ◆ 2:00 pm 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 8:45 am—3:30 pm and follows DEC calendar.
- ◆ Early Head Start follows LDoE calendar in regards to holidays.
- ◆ Breakfast is from 8:45 am to 9:15 am, no breakfast will be served after this time.
- ◆ Lunch is from 11:00 am to 11:30 am, no lunch will be served after this time.
- ◆ PM snack is served at 2:30 pm to 2:45 pm.
- ◆ Home Based services are provided for pregnant mothers to age 3 (4 slots only).
- ◆ Home Based services provides the family one home visit per week for an hour and a half. A minimum of 46 visits per school year.
- ◆ Home Based services provides a minimum of 22 group socialization activities per school year. (45 CFR Chapter XIII Head Start Program Performance Standards Pg 23 Program Operations 1302.22 ©(1)(i)(ii))
- ◆ Home Based services follow LDoE calendar in regards to holidays.

CHILD CARE

- ◆ Child Care is a wrap around service. 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.
- ◆ Preschool Head Start wrap around Child Care service is available 7:30 am to 9:00 am and 2:00 pm to 5:00 pm.
- ◆ Early Head Start wrap around Child Care service is available 7:30 am to 8:45 am and 3:30 pm to 5:00 pm
- ◆ AM and PM snacks are provided for all children enrolled in Child Care.
- ◆ DEC does not offer drop in service.
- ◆ In case of inclement weather including a 2-hour delay or school closure, there will not be am or pm child care services.

Unscheduled closures and delays

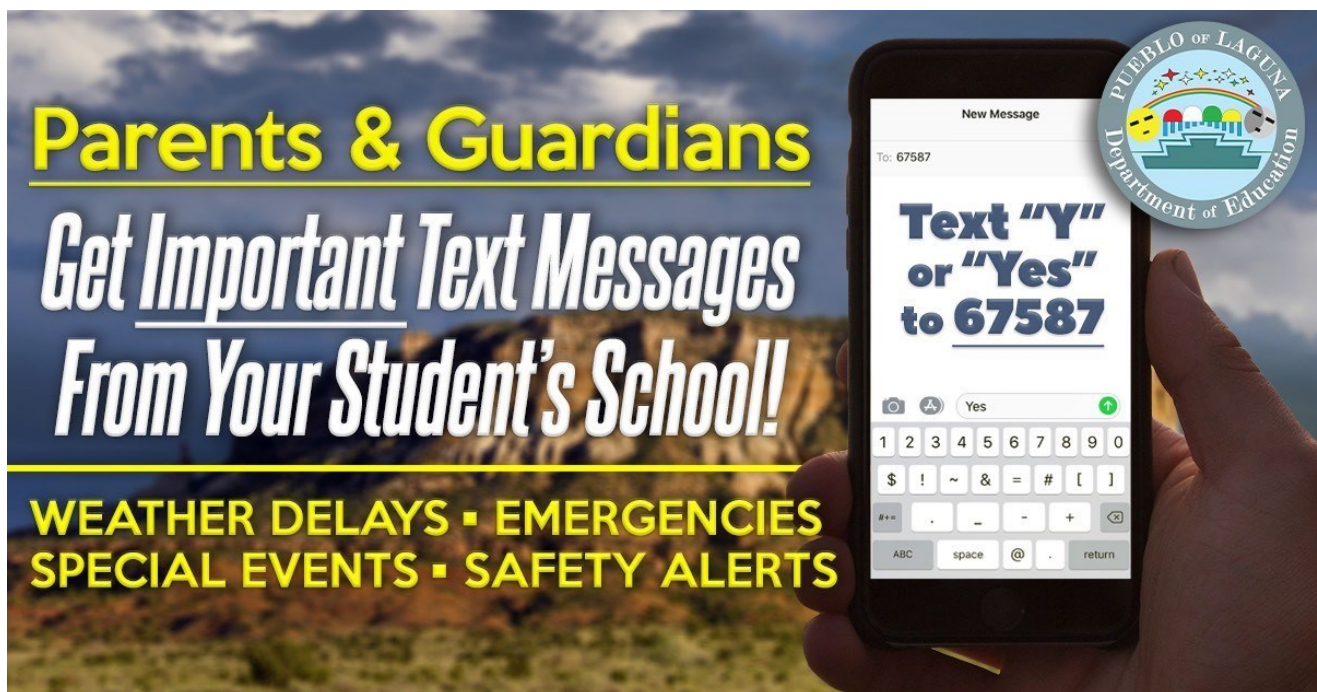
DEC program closures and delays will be announced on the local TV and radio stations. **Please make sure DEC has your current contact phone numbers** as early program dismissals are unexpected and parents are contacted as soon as possible.

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/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 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 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. DEC program assistant will call the child's classroom and let classroom teachers know child is being checked out. Parent will sign child out in front office, program staff will then escort the child from classroom to front office.

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 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.

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 4 representatives for PHS.

EARLY HEAD START

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

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 students entering the bus at all times.

1. Please keep seat belt and restraint buckles on at all times.
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.** Please have your child hold the rail and step down.
7. Please keep food and drink 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 flop or any open toed shoe
- ⇒ PLEASE wait for bus to come to a complete stop. Door open, before approaching the bus.

COMMUNICATION BETWEEN PARENTS AND STAFF:

- ◆ Parents are required to keep contact information updated.
- ◆ If your child has been absent (3) consecutive days, the bus driver will assume the child is no longer riding the bus and discontinue the bus stop. The parent is asked to call the program to let them know if and when the child will resume riding the bus.
- ◆ Buses will depart Head Start at 2:05pm.
- ◆ Please call the office to ask to have your child held back NO LATER than 1:30pm. 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 2:00pm 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.
- ◆ Please inform program staff of any existing medical conditions that could affect their bus transportation.

PARENTS:

- ◇ **PLEASE NOTE THAT ALL BUS TIMES ARE SUBJECT TO CHANGE DUE TO STUDENT ATTEND-ANCE 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 MEASURE WILL BE TAKEN.**

Please be reminded that children at this age can feel neglected and traumatized when not being 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 procedure 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/LAGUNA VILLAGE, SUBDIVISION & GREEN

ACRES Morning Departure: 8:00am Afternoon Departure: 2:00 pm

- 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: 8:00 am Afternoon Departure: 2:00 pm

- Encinal Windmill -New Laguna
- Paraje Village -Mousetown Road
- Seama Highway 124
- Seama New York
- Seama Village
- Seama Subdivision
- Casa Blanca Sub Division
- Casa Blanca Road

MESITA

Morning Departure: 8:25 am Afternoon Departure: 2:00 pm

- Mesita Village on Cloud View
- 59 Mesita Road
- Windmill East side village
- Morningside Road
- Mesita Subdivision
- Mesita Industrial Parkway Loop
- Mesita Highway 124





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

BEFORE COMING TO THE CENTER

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.
- 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 8:45 am to 9:00 am. Parents may drop-off through the circle in front of the school. After 9:00 am, parents park in the front parking lot and walk their child to the front office and sign them in.
- Preschool Head Start drop off begins at 9:00 am to 9:15 am. Parents may drop-off through the circle in front of the school. After 9:15 am, parents park in the front parking lot and walk their child to the front office and sign them in.
- Once the child is signed in, a staff member will escort the child to their classroom and parent will exit campus.
- Avoid designating those considered at high risk such as elderly who are over 65 years of age or those who have underlying health conditions.
- Families are expected to bring children to school on time.

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



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 3:30 pm and Preschool Head Start ends at 2:00 pm. DEC closes at 4:00 pm.*
- *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.*
- *Child will be escorted from their classroom to the front office by a member of our staff and released to the approved person on the check-out list.*

EARLY RELEASE

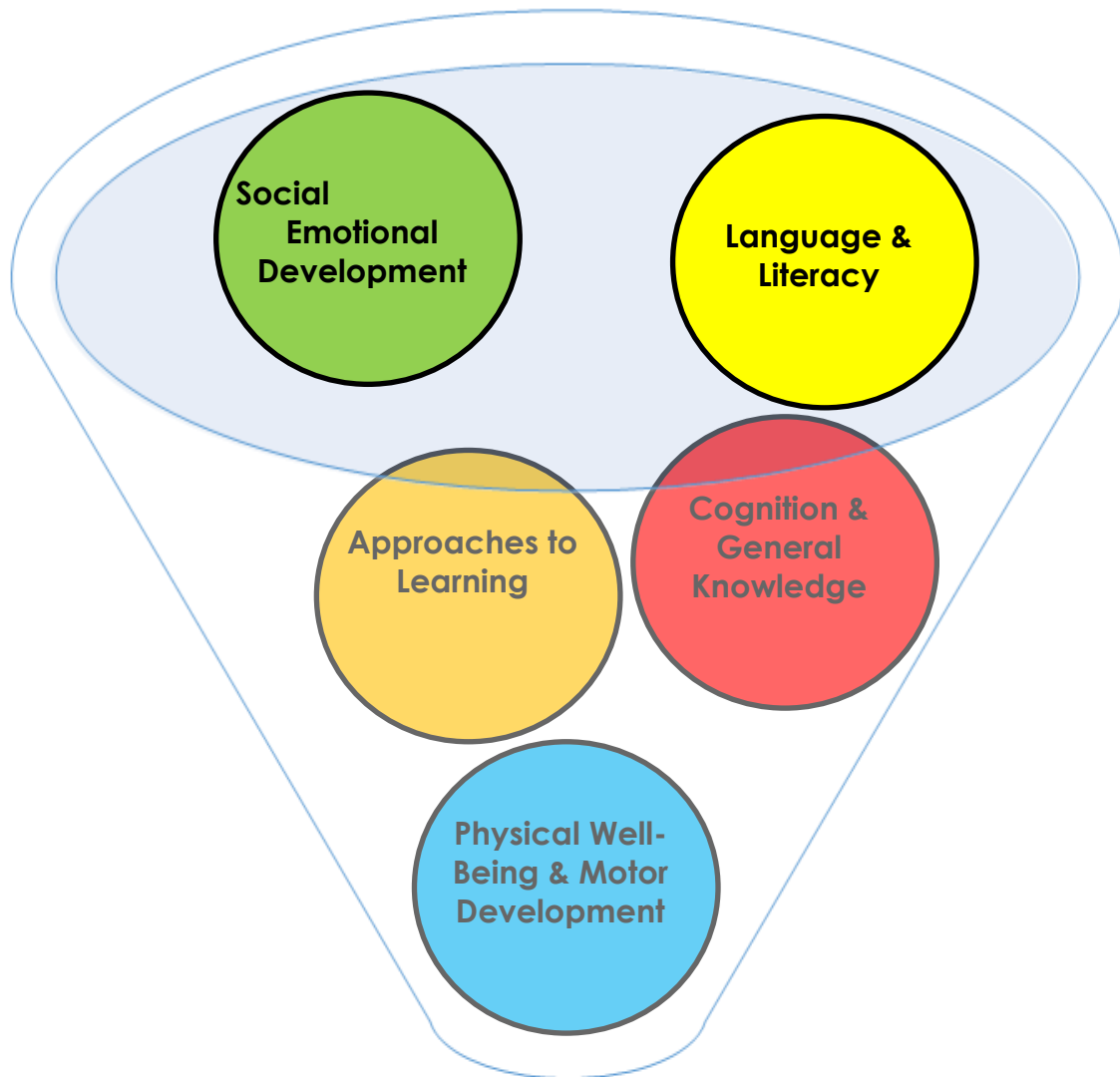
We ask that you follow these early release guidelines to ensure safety for all:

- *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.*
- *Children that get picked up on a daily basis will need to be picked up, within 30 minutes of indicated time of early release.*
- *Approved person on check-out list will call the front office to notify they are on-site for pick up of "child".*
- *DEC Program assistant will call the child's classroom to notify teacher's child is being checked out.*
- *Program staff will escort the child from classroom to parent in front office, after parent has signed child out.*
- *Parent will have 30 minutes to pick up their child once an early release has been determined.*
- *Children that are on a bus route will be bused home at 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

The Laguna Division of Early Childhood 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 & 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 Framework (2015) and New Mexico Early Learning Guidelines Head Start (2020)

⇒ *Approaches to Learning*

⇒ *Social and Emotional Development*

⇒ *Language and Literacy*

⇒ *Cognition*

⇒ *Perceptual, Motor, and Physical Development*

- Implementing and measuring progress toward school readiness goals helps DEC individualize and ensure 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 LES work together to promote school readiness and engage families.





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, science, technology, engineering, art, and mathematics (S.T.E.A.M.) activities, etc.
- **Cultural Life Ways** baking/cooking, dancing, morning prayer, etc.
- **Language Instructors** language classes are offered for teachers once a week, classroom visits, family engagement- bingo game
- **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 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, a phone call to the family 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 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.

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 (from local Individuals with Disabilities Education Act (IDEA) agency, for example) 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 help is called special education and related services. See below for a summary of Basics of the Special Education Process under the IDEA (Individuals with Disability 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 – focused on the individual child, 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 must meet to write an Individual Family Service Plan (IFSP) for infants/toddlers or an Individual Education Program (for children ages 3 and above).
4. After the IEP or IFSP is written, services are provided. Progress reports are given to parents. How often?
5. 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.

Local Agencies providing disability services to children enrolled in the DEC program:

For Infants/toddlers programs include:

Native American Professional Parent Resources, La Vida Felicidad, and other local programs in Cibola County

For children 3 years and older:

Grants Cibola County Schools (the lead educational agency (LEA) for all schools within Cibola County).



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 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.

FAMILY SERVICE PROVIDER

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 (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, (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 Division of Early Childhood Program
- Maintains Confidentiality
- Serves as a mandatory Child Abuse and Neglect Reporter
- Taking 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 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 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(ren) 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.

INCENTIVES:

Incentives will be given to families for attendance/participation in all areas of Parent Engagement.
(December & June)

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 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



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 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.

2023 Recommended Immunizations for Children from Birth Through 6 Years Old



FOOTNOTES

RV* **Hib***
Administering a third dose at age 6 months depends on the brand of Hib or rotavirus vaccine used for previous dose.

COVID-19** Number of doses recommended depends on your child's age and type of COVID-19 vaccine used.

Flu+ Two doses given at least 4 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.

HepA* Two doses of Hep A vaccine are needed for lasting protection. The 2 doses should be given between age 12 and 23 months. Both doses should be separated by at least 6 months. Children 2 years and older who have not received 2 doses of Hep A should complete the series.

ADDITIONAL INFORMATION

1. If your child misses a shot recommended for their age, talk to your child's doctor as soon as possible to see when the missed shot can be given.

2. If your child has any medical conditions that put them at risk for infection (e.g., sickle cell, HIV infection, cochlear implants) or is traveling outside the United States, talk to your child's doctor about additional vaccines that they may need.

Talk with your child's doctor if you have questions about any shot recommended for your child.



FOR MORE INFORMATION
Call toll-free: 1-800-CDC-INFO (1-800-232-4636)
Or visit: [cdc.gov/vaccines/parents](https://www.cdc.gov/vaccines/parents)



Diseases and the Vaccines that Prevent Them

BIRTH-6 YEARS OLD

DISEASE	VACCINE	DISEASE SPREAD BY	DISEASE SYMPTOMS	DISEASE COMPLICATIONS
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, death
Rotavirus	RV vaccine protects against rotavirus.	Through the mouth	Diarrhea, fever, vomiting	Severe diarrhea, dehydration, death
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
Pertussis (whooping cough)	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
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
Haemophilus influenzae type b (Hib)	Hib vaccine protects against Haemophilus influenzae 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
Pneumococcal disease (PCV13, PCV15)	PCV 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
Polio	IPV vaccine protects against polio.	Air, direct contact, through the mouth	May be no symptoms, sore throat, fever, nausea, headache	Paralysis, death
Coronavirus disease 2019 (COVID-19)	COVID-19 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
Influenza (Flu)	Flu 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
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, death
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
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), 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, death

DTaP* DTaP combines protection against diphtheria, tetanus, and pertussis.

MMR** MMR combines protection against measles, mumps, and rubella.

Last updated December 2022 • CS322257-A

MEAL PATTERNS

CACFP INFANT MEAL PATTERNS

AGES BIRTH THROUGH 5 MONTHS

BREAKFAST, SNACK, LUNCH & SUPPER MEAL PATTERNS

Milk	4-6 oz	breastmilk ¹ or formula ²
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AGES 6 MONTHS THROUGH 11 MONTHS

BREAKFAST, LUNCH & SUPPER MEAL PATTERNS

Milk	6-8 oz	breastmilk ¹ or formula ²
Grain/ Meat/Meat Alternate	0-1/2 oz eq	infant cereal ² <i>or</i>
	0-4 tbs	meat, fish, poultry, whole egg, cooked dry beans, or cooked dry peas <i>or</i>
	0-2 oz	cheese <i>or</i>
	0-4 oz	cottage cheese or yogurt ³ <i>or</i>
	0-4 oz	a combination of the above ⁴
Fruit/Vegetable	0-2 tbs	vegetable or fruit or a combination of both ^{4,5}

SNACK MEAL PATTERNS

Milk	2-4 oz	breastmilk ¹ or formula ²
Grain	0-1/2 oz eq	slice bread ⁶ <i>or</i>
	0-1/4 oz eq	crackers ⁶ <i>or</i>
	0-1/2 oz eq	infant cereal ^{2,6} <i>or</i>
	0-1/4 oz eq	ready-to-eat breakfast cereal ^{4,6,7}
Fruit/Vegetable	0-2 tbs	vegetable or fruit or a combination of both ^{4,5}

oz eq = ounce equivalents

¹ Breastmilk or formula, or portions of both, must be served; however, it is recommended that breastmilk be served in place of formula from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breastmilk per feeding, a serving of less than the minimum amount of breastmilk may be offered, with additional breastmilk offered at a later time if the infant will consume more.

² Infant formula and dry infant cereal must be iron-fortified.

³ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁴ A serving of this component is required when the infant is developmentally ready to accept it.

⁵ Fruit and vegetable juices must not be served.

⁶ A serving of grains must be whole grain-rich, enriched meal, or enriched flour.

⁷ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).



Fluid Milk



Vegetable



Fruit



Meat/Meat Alternate



Grain



Visit cacfp.org for more nutrition education resources.
CACFP is an indicator of quality child care. This institution is an equal opportunity provider.

CACFP MEAL PATTERNS

BREAKFAST

Serve Milk, Vegetable or Fruit, Grain*

COMPONENT	AGES 1-2	AGES 3-5	AGES 6-18	ADULTS
Milk	1/2 cup	3/4 cup	1 cup	1 cup
Vegetable, Fruit or Both	1/4 cup	1/2 cup	1/2 cup	1/2 cup
Grain*	1/2 oz eq	1/2 oz eq	1 oz eq	2 oz eq

* Meat and meat alternates may be served in place of the entire grains component at breakfast a maximum of three times per week. oz eq = ounce equivalents

LUNCH / SUPPER

Serve All Five Components

COMPONENT	AGES 1-2	AGES 3-5	AGES 6-18	ADULTS
Milk	1/2 cup	3/4 cup	1 cup	1 cup*
Vegetable	1/8 cup	1/4 cup	1/2 cup	1/2 cup
Fruit	1/8 cup	1/4 cup	1/4 cup	1/2 cup
Meat/Meat Alternate	1 oz	1 1/2 oz	2 oz	2 oz
Grain	1/2 oz eq	1/2 oz eq	1 oz eq	2 oz eq

* A serving of milk is not required at supper meals for adults. oz eq = ounce equivalents

SNACK

Select Two of the Five Components

COMPONENT	AGES 1-2	AGES 3-5	AGES 6-18	ADULTS
Milk	1/2 cup	1/2 cup	1 cup	1 cup
Vegetable	1/2 cup	1/2 cup	3/4 cup	1/2 cup
Fruit	1/2 cup	1/2 cup	3/4 cup	1/2 cup
Meat/Meat Alternate	1/2 oz	1/2 oz	1 oz	1 oz
Grain	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq

oz eq = ounce equivalents

Refer to USDA FNS Exhibit A for further guidance on grain serving sizes.



Fluid Milk



Vegetable



Fruit



Meat/Meat Alternate



Grain



Visit cacfp.org for more nutrition education resources. CACFP is an indicator of quality care. This institution is an equal opportunity provider.

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. 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.

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.

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 cleaned after a case has surfaced.

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, please be aware a delay of notice by one day may occur under certain circumstances.
- * 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.
- ◆ Transitioning children will be invited to attend Laguna Elementary Kindergarten classrooms near the end of the school year.
- ◆ Registration packets will be provided to all parents of children who will be attending kindergarten at Laguna Elementary School for the next year.

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, paint, etc.
- * 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 2023-2024 SCHOOL YEAR

LDOE Brd Approved
 5/2/23

July 23							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	★	25	26	27	28	29	
30	31						

20 workdays & 6 Student Days

August 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			

23 workdays & 21 Student Days

September 23							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	

19 workdays & 18 Student Days

October 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					

22 workdays & 21 Student Days

November 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			

19 workdays & 17 Student Days

December 23							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							

15 workdays & 15 Student Days

January 24							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				

18 workdays & 17 Student Days

February 24							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			

21 workdays & 19 Student Days

March 24							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							

19 workdays 14 Student Days

April 24							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 & 22 Student Days

May 24							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 24							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 & 15 Student Days

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

PHS Contact Hrs: 1020 (5 hrs/day)
 EHS Contact Hrs: 1380 (6.75 hrs/day)
 207 Student Days: PHS 1,035 hrs. (Over 15 hrs.) & EHS 1,397 hrs. (over 17 hrs.)
 240 Day Employees (1,920 HRS): July 3, 2023 thru June 28, 2024
 Neither home visits or parent teacher conferences count towards instructional time.

HOLIDAYS (OFFICES CLOSED): 240 DAY EMPLOYEES
 Independence Day: July 4
 Labor Day: Sept. 4
 Laguna Feast Day: Sept. 19
 Thanksgiving: Nov. 22-24
 Winter Break: Dec. 22 thru Jan. 5
 Feast Day Observed: March 19
 Spring Break: March 18 thru 22
 Good Friday: March 29
 Memorial Day: May 27



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: _____