



EL GRITO

EARLY LEARNING CENTER

☞ Head Start-Early Head Start-Early Pre-K ☞



2023-2024

PARENT HANDBOOK

Main Center
303 S. Cooper St.,
Silver City, NM 88061
575-538-5459
www.elgritosc.org

Table of Contents

Welcome.....	- 1 -
El Grito Early Learning Center Staff.....	- 2 -
Mission Statement.....	- 3 -
Vision Statement.....	- 3 -
Program Purposes.....	- 3 -
Head Start Program.....	- 4 -
Program Philosophy.....	- 6 -
Curriculum.....	- 8 -
Ideas for Parents.....	- 8 -
Student Assessments.....	- 9 -
School Readiness Goals (Preschool).....	- 10 -
School Readiness Goals (Infant, Toddler & Two).....	- 11 -
Objectives for Development & Learning.....	- 12 -
Social-Emotional.....	- 12 -
Physical.....	- 12 -
Language.....	- 12 -
Cognitive.....	- 12 -
Literacy.....	- 13 -
Mathematics.....	- 13 -
Science and Technology.....	- 13 -
Social Studies.....	- 13 -
The Arts.....	- 13 -
English Language Acquisition.....	- 13 -
Attendance Policy.....	- 14 -
Social Services.....	- 16 -
Guidance Practices.....	- 17 -
State Licensing Regulation Guidance Policy 8.16.2.24 A.....	- 17 -
Expulsion Policy.....	- 18 -
Health Information.....	- 19 -
Services Provided to Head Start Children.....	- 20 -
Head Start Education Services.....	- 20 -
Health Services.....	- 20 -
Special Needs Services Provided.....	- 21 -
Procedures For Administration Of Medications At School.....	- 24 -
Policy Council.....	- 25 -

My Responsibilities As A Head Start Parent	- 26 -
My Rights As A Head Start Parent	- 27 -
Parents of Children with Special Needs.....	- 27 -
Statement Of Confidentiality.....	- 28 -
Child Abuse/Neglect Reporting Procedure	- 29 -
Guidelines For Volunteers	- 30 -
Reminders For Head Start Parents	- 31 -
Donations And Purchases.....	- 32 -
Complaints/Concerns	- 32 -
School Lock Downs.....	- 33 -
Emergency Closings	- 34 -
Severe Weather Conditions:	- 34 -
Two Hour Delay:.....	- 34 -
Snow Day:	- 34 -
Other Emergencies:.....	- 34 -
Alternate Safe Location:.....	- 35 -
Field Trip Policies And Procedures.....	- 36 -
Childcare Wellness Policy.....	- 37 -
Professional Development.....	- 41 -
Transportation	- 41 -
El Grito Early Learning Center 2023-2024 School Calendar.....	- 42 -
El Grito Early Learning Center 2023-2024 Schedule.....	- 43 -
Daily Schedule (Sample).....	- 44 -
Sample Menu.....	- 45 -

Welcome

On behalf of the Board of Directors, Policy Council, and staff, it is a pleasure to welcome you and your family to El Grito Early Learning Center. We look forward to a productive year that will provide your child with a comprehensive educational program. Because you are your child's first and most important teacher, we encourage you to work closely with your child's teacher by becoming a classroom volunteer. Also, we strongly encourage you to become an active member of the Policy Council. The Policy Council has the very important responsibility of making decisions that may affect your child's education.

In addition, we encourage you to take advantage of the programs and services provided by El Grito Early Learning Center. Our staff provides assistance in the areas of Health and Nutrition, Parent Involvement, Family and Community Services, Educational, Counseling, and Disability Services.

My door is always open to you. Please come by and visit me at your convenience. My staff and I will be glad to answer questions and address any concerns you may have. You can also reach me at 538-5459 extension 202.

I hope that the Parent Handbook becomes an important informational resource and guide for El Grito Early Learning Center programs and services. Again, I welcome you and your family to El Grito Early Learning Center. We thank you for sharing your child(ren) with us and look forward to a successful school year.

Director,
El Grito Early Learning Center

El Grito Early Learning Center Staff

2023-2024 Staff List

Board of Directors

Cassandra Madrid, President-Interim
Vacant, Vice President
Vacant, Alt. VP
Terry Maynes, Treasurer
Connie Perez, Secretary
Vacant, E.C.E. Rep.
William Perkins, Attorney
Fabrae Tafoya, PC President
Sharon Offut, Member
Sonia Marrujo, Member
Patrick Cohn, Fiscal
Amy Montes, Member
Frances Jacquez, Member
Genevieve Tafoya, Member

Teaching Staff

Jocelyn Arellano	Mireya Arizaga
Claire Bergeron	Rose Mary Gutierrez
Katy Chavez	Berna Hernandez
Lillian Chavira	Desiree Castanon
Elicia De La Torre	Ramona Pipkins
Asia Maynes	Frances Placencio
Edda Lottenbach	Jessica Hill
Amanda Marquez	Felicity Dominguez
Skye Armstrong	Aarinn Valdez
Guadalupe Salas	Selina Crespín
Valerie Jaurequi	Sandra Galaz
Marissa Rodriguez	
Chantel Salazar	
Janelle Gallegos	

Policy Council

Fabrae Tafoya, President
Vacant, Vice President
Francine Miranda, Community Rep.
Francine Miranda, Treasurer

Custodians

Felipe Jauregui Daniel Sias Arthur Vega

Childcare Providers/EHS(Center)

Amanda Garcia (Site Dir.)
Lacey Carreon Diondra Delgado
Briana Chavez Brigette Hernandez
Laura Martinez Valerie Jasso
Diana Barraza LaRea Moen
Hannah Riley Courtney Wright
Danajah Fierro Debbie Robertson

Administrative Staff

George Peru, Executive Director
Carmen Muñoz, Asst. Dir./Nutrition & HR
Venus Aragon, Family Services
Susie Hutchins, Health/Community Services
Candice Lucero, CFO
Millie Moyer, Education/Coach
Ruth Moyer, Administrative Assistant
Elizabeth Tapia, Student Records/Reception
Sonia Acosta, AP Assistant/Payroll

Phone Numbers

Main Center Site _____ 538-5459
Carmen Munoz _____ Ext. 3
Venus Aragon _____ Ext. 5
Susie Hutchins _____ Ext. 6
Candice Lucero _____ Ext. 2
Millie Moyer _____ Ext. 1
Ruth Moyer _____ Ext. 7
Sonia Acosta _____ Ext. 4
Lisa Tapia _____ Ext. 0
Kitchen _____ Ext. 8
Sixth Street Site (Rooms 5&6) _____ 956-6203
Benny Trujillo Site _____ 537-2228
Cliff Site _____ 535-2051
Central Cite _____ 537-4050
Bayard Site _____ 537-4040
Hurley Site _____ 537-4060
Counselor _____ 538-5459

Counselor

Dr. Richard F. Rodriguez

Fiscal Agent

Betty Mishuk

Nutrition Consultant

Brandi Warhank, Dietician WIC Dept.

Early Head Start Home Visitor

Valerie Flores

Kitchen Staff

Rudy Mesa, Lead Cook
Lori Martinez, Assistant Cook
Julie Verdugo, Assistant Cook



Mission Statement



To advocate and provide a safe, nurturing, educational environment for children and families to learn and grow.

Vision Statement



To provide quality education and comprehensive services.

Program Purposes

Goal

Quality Early Childhood Education

Focus

1. Positive Atmosphere
2. Parent participation in all areas including Curriculum, Nutrition & Health.
3. Awareness of Parents Skills Needs (Job Training Information, Job Interviewing, Literacy, Mental Health)
4. Literacy (establish library, collaborate with agencies involved with literacy)
5. Direct Counseling Services (provide information, resource books and referrals to other Professionals/community agencies).
6. Function within all Head Start Performance Standards and State Licensing Regulations.

Head Start Program

What is the Head Start Program?

Head Start is a comprehensive child development program for low-income families in the United States.

It is comprised of several components. The components include education, health, mental health, nutrition, social service, disability, and parent involvement. Head Start serves the needs of young children, their families, and communities.

Why and When Did Head Start Begin?

The Federal Government initiated the Head Start program in the summer of 1965. Its' purpose was to help families break the poverty cycle with a comprehensive program to meet children's emotional, social, health, nutritional, and psychological needs. This program was to serve children developmentally between the ages of three and five years old. By meeting these needs early in children's lives. The children have the opportunity to develop good self-images and become productive individuals. The over-forty-year-old Head Start program serves over 900,000 children and families each year.

How is Head Start Funded?

All Head Starts are federally funded through the U.S. Department of Health & Human Services, Office of Human Development Services, and Administration for Children, Youth & Families.

What are the Ages of the Children Qualified to participate in the Head Start Program?

Children are eligible for the Head Start program at the age of three. They can start the program on their birthday if a slot is available.

Recruitment:

El Grito begins recruiting in March and actively enrolls children throughout the year.

Recruitment continues to be conducted; through flyers, social media, newspaper radio announcements, community events, and word of mouth. As students drop out, those slots become available to be filled by the next child as per the wait list on Child Plus

El Grito attends early intervention transitions from Part C to Part B as part of recruitment.

Enrollment Procedures:

We accept expectant mothers and birth to 3 & 4-year-old children, children with special needs, and 5-year-old children who do not meet Kindergarten public school age deadline of August 31.

To apply you must complete our Application and include the necessary documents as listed on the cover sheet of the application.

Completion of the application does not guarantee enrollment in the program.

Applications will be screened to ensure the eligibility requirements are met by all applicants.

Enrollment applications may be picked up at the Administrative Office located at 303 S. Cooper in Silver City, and other locations throughout Grant County.

New Mexico Early Pre-K Program Enrollment

Early Pre-K children must be three years old prior to September 1st). We place children who meet the criteria in the Early Pre-K classrooms. Early PreK is a priority for the ones who qualify.

To apply you must complete our Application and include the necessary documents as listed on the cover sheet of the application.

Completion of the application does not guarantee enrollment in the program. Applications will be screened to ensure the eligibility requirements are met by all applicants.

Should enrollment be at capacity a waiting list will be created and first come first served; provided eligibility is met.

Enrollment needs to be at 95%.

Families of All Early Pre-K students will fill out the NM Pre-K Annual Enrollment Form.

Program Philosophy



The purpose of Head Start is to provide a high quality, developmentally appropriate, comprehensive child development program that assists the child in all areas of development, mainly: cognitive, language, literacy, approaches to learning, social/emotional, perceptual-motor, and physical development.

In keeping with the program's purpose, it is Head Start's philosophy that early childhood should be a time of fun, warmth, security, exploration, and discovery. Children are natural learners, curious, interested, and enthusiastic. The best way to teach children is to build on play and natural learning styles.

The El Grito Early Learning Center Staff Strongly Believes the Following:

Children Learn Through Play...

Play is what children do best and enjoy the most. For children, play is their work. Play fosters total development and should be integrated into everything they do.

Children Learn by Doing

Children learn through active involvement that includes real-life experiences. Experiences include science experiments, art projects, construction, dramatic play, and community field trips.

Children Learn Through Their Senses

Children learn by seeing, hearing, touching, tasting, and smelling. The senses are a pathway to the brain; the more sensory pathways involved, the more likely learning will occur.

Children Learn Through Language

Children need to talk about their experiences and verbalize what they are thinking. Our teachers foster language by describing daily events in detail, labeling objects, clarifying children's thoughts, and asking and answering questions.

Children Learn by Moving

Children have limited attention spans; therefore, they learn best when activities involving mobility and hands-on experiences are encouraged.

Children Learn by Being Motivated

Motivation is the key ingredient to learning. Providing appealing material and a stimulating environment; will spark children's curiosity and inspire them to learn.

Children Learn at Their Own Level

We assess each child's level of development and plan activities accordingly by building on their past experiences and encouragement.

Children Learn Through Praise and Reinforcement

"Nothing succeeds like success." Positive experiences and praise encourage children to learn while building their confidence.

Children Learn Through Imitation

Children learn by observing others and imitating what they see and hear.

Children Learn Through Repetition

Children learn through accumulated experiences in which the freedom to explore and experiment is encouraged.

Children Learn by Experimenting

El Grito Early Learning Center provides children with playful and exciting developmentally appropriate activities.

Children may experiment, explore, and make their own choices. All developmental skills are equally important. The curriculum includes sharing and conversation time (circle time), family-style dining and food preparation, exposure to shapes, colors, numbers, and letters, science and nature activities, stories, finger plays, songs, motor activities, dramatic play, and celebration and appreciation of cultural holidays, beliefs and customs.

We believe that when the above program philosophy is implemented, children will become independent learners who are excited about school and enthusiastic about learning. They will have a strong foundation, confidence in their abilities, and lifelong skills that will help them continue to learn.

Curriculum

El Grito Early Learning Center uses “Creative Curriculum for Preschoolers”
The Theory and Research Behind the Creative Curriculum Includes:

- Teacher-Child Interactions and Relationships
- Social- Emotional Competence
- Constructive Purposeful Play
- Interacting with the Environment
- Partnerships with Families

Children will learn through Literacy, Mathematics, Science, Social Studies, The Arts, Technology, Process Skills and Integrated Learning.

Our Curriculum promotes individualized, appropriate learning that includes:

- An emphasis on learning environments and child choice curriculum
- An emphasis on natural, authentic experiences and interaction
- An environment rich with written and spoken language experiences
- An emphasis on hands-on, “mind-on”, active learning
- A generous allowance for child mobility, messy plays and challenging activities
- Extensive use of outdoors
- Use of caring routines at times for play and learning
- Exposure to cultural diversity through materials, interactions and experiences

Ideas for Parents to be involved in the implementation of their child’s curriculum:

- Ask to view the current curriculum books used at the program
- Help identify and set goals for your child at Parent Teacher Conferences
- Help arrange local field trips
- Help supervise on field trips
- Arrange for your child’s grandparents to talk to the class as a part of local history
- Visit your child’s school to see your children’s work on display
- Keep the school informed about relevant experiences, or difficulties the child may have
- Help to identify natural environments, buildings and other features of the locality that might be relevant in the curriculum, for example a stream, features of a house, a bridge
- Identify places and events of local historical interest
- Help to involve other parents and members of the community, who are musicians and artists in school activities.

Student Assessments

BRIGANCE III Head Start Screening

The purpose of Brigance is to screen children for the presence of developmental delays. The Brigance III Head Start Screening screens in three domains. These domains are Academic/Pre-Academic, Communication (Language) and Motor Development. This is to determine if your child is functioning within their normal limits, or there is a need to refer for a complete evaluation. Your child will be screened using this instrument within the first forty-five days of school, as required by Head Start Performance Standards.

ASQ Early Pre-K and Early Head Start

The ASQ is to help parents identify their children's developmental strengths or areas they may need support. ASQ questionnaire asks questions regarding communication, gross and fine motor, problem-solving, and personal social skills.

New Mexico Early Learning Guidelines Head Start and Early Pre-K

New Mexico Early Learning Guidelines, assessment tool, teachers use to track the progress of children. A. Within the first 45 days of enrollment. B. By the first Friday of February. C. Ten days prior to the program end date.

Creative Curriculum Developmental Assessment

Creative Curriculum is our Education Management Tool. Teachers will use Creative Curriculum to set learning goals and plan learning opportunities for each child based on their individual knowledge and learning needs. Teachers will do formal assessments three times per year in the areas of: Social Emotional Development, Physical Development, Language Development, Social/Emotional, Cognitive Development, Literacy and Mathematics. Teachers will use observations and record the data to evaluate your child's progress. Parents are encouraged to participate in their child's curriculum.

Other Student Assessments

Besides Brigance and Creative Curriculum Assessment any other assessments must be approved by parent/guardian in writing.

School Readiness Goals (Preschool)

Language and Literacy Goal

- Children will understand and begin to use oral language for conversation and communication.
- Children will increase their phonological awareness, letter/symbol recognition, and develop beginning writing skills to become familiar with print within their learning environment.

Cognition and General Knowledge

- Children will increase their skills in remembering/recalling information problem solving, clarifying and awareness of their own thinking.
- Children will use mathematics to make sense of their world through daily routines.
- Children will use scientific inquiry skills to gather information about their natural and physical world.
- Children will be able to identify with their own personal experiences, family structures, and have an increased awareness of community and environment.

Approaches to Learning

- Children will participate in a cooperative learning activity by being actively engaged, utilizing problem-solving strategies and demonstrating persistence in order to achieve an outcome.
- Children will learn and use word concepts that parallel the information available in activities and materials.



Physical Development and Health

- Children will learn and practice healthy safe habits.
- Children will demonstrate control of fine motor skills, gross motor skills, and balance.

Social & Emotional Development

- Children will develop appropriate relationships with adults and peers and demonstrate cooperation, acceptance, and communication within the learning environment.

School Readiness Goals (Infant, Toddler & Two)

Language and Literacy Goal

- Children will use and comprehend increasingly complex and varied vocabulary for conversation and communication.
- Children will engage with stories and books.

Cognition and General Knowledge

- Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.
- Children will learn to use math concepts during daily routines and experiences.

Approaches to Learning

- Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.
- Children will learn and use words to describe what they are thinking and doing.

Physical Development and Health

- Children will develop control of large muscles for movement, navigation, and balance.
- Children will learn and begin to demonstrate healthy and safe habits.

Social & Emotional Development

- Children will develop and engage in positive relationships and interactions with adults.
- Children will begin to develop and demonstrate control over some of their feelings and behaviors.

Objectives for Development & Learning

Social-Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during read-aloud and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

The Arts

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

Attendance Policy

Policy Statement

Head Start expects regular attendance through the monitoring of daily attendance and following up on extended absences (two or more days in length) or inconsistent attendance. The program must maintain 85% attendance in each classroom throughout the program. A child will be dropped after 15 days of consecutive absences or has a pattern of irregular attendance. A home visit/direct contact will be conducted by Head Start staff to offer assistance.

New Mexico Early Pre-K Attendance

Early PreK follows El Grito attendance policy and maintain 85% attendance.

First Day Attendance Head Start and Early Pre-K

Children may attend Head Start on the day of their 3rd birthday (Early Pre-K 3rd birthday before September 1st) provided all documentation has been turned in. Best practices, teachers will be given 24-hour notice prior to child(ren) attending their first day in the classroom. This allows teachers to conduct the Home Visit and obtain all material and labeling for the children.

It is very important to attend Head Start on a regular basis. We know that children who attend our program daily and on time experience better outcomes. Families also receive all available services and developmental care.

Procedures:

In Case of a Child's Absence

Contact for child's absence will be made by the Student Records Clerk within the first hour of class. Direct contact will be made to parents through telephone, cell phone, text, or Facebook. If contact is not made after four days of continued absences, a conference and/or home visit will be made by center staff.

Notifying Staff When a Child is Absent

Parents **must** notify the center as soon as possible for any absence. Notify center staff when your child is absent due to illness, and let them know if one of the following applies:

1. If child visited a doctor or a clinic.
2. If child is taking medication and the reason why.
3. If child shows signs of being sick.
4. If the child received a shot or immunization.

Excusable Absences

Excusable children absences include an ill child or a family emergency that does not exceed five school days, unless prior written notification was given to the Lead Teacher or cancellation of classes by administration.

Note: Perfect attendance for Graduation purposes, excusable absences are appointments for required physical examination, dental appointments and immunizations, or school cancelation only.

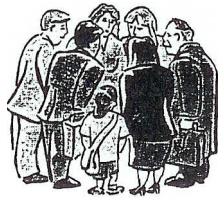
Continuous Absences

Failure to notify center staff of continual unexcused absences will result in dropping the child from Head Start. If no contact has been established by the parent within four consecutive school days, and written documentation by the teacher shows at least two efforts to contact parents, a referral will be made to Associate Director of Family Services. The Associate Director of Family Services will make all efforts to solve attendance matters before the child is dropped and replaced with a child from the waiting list.

While a Child is Absent

A plan will be developed with the parent when a child is to be out more than one week. Head Start will provide activities for your child during that time.





Each Family Will Receive:

- Support services and information from El Grito Early Learning Center's Family Services staff.
- Through a family partnership agreement process, we assist families in identifying interests, desires, goals, strengths and needs of the family.
- Assistance in obtaining social services and basic needs such as counseling, medical, food, clothing, etc.
- A Resource Directory of Agencies able to provide needs such as counseling, medical, food, clothing, etc.
- Baby-sitting services are provided so that parent(s) and/or guardian(s) may attend Policy Council Meetings.
- Access to classes, resource materials, telephone and computer use at El Grito Early Learning Centers, Main Center.
- Educational material and use of children's books and videos available at our Resource Center.
- Home visits and counseling services as needed.
- Parent and family training will be provided to meet their needs, (i.e., drug and alcohol abuse, domestic violence and etc.)
- Transportation to service provider agencies as needed.
- Will act as parent advocacy and liaison support.
- **Notary Public Services at no charge.**

Guidance Practices

In order to have a safe experience for our children, we need to have a positive classroom environment. Teachers plan an appropriate schedule of activities and set reasonable expectations for the children. Positive reinforcement is used to support appropriate behavior. Children's self-control and cooperation with others are developed. Children and staff work towards a solution together, if a problem occurs. These guidelines are used if there is any inappropriate behavior:

1. Redirect child towards appropriate behavior.
2. Give a verbal reminder to the child. Help child to choose another activity if the inappropriate behavior continues.
3. Follow through with a reminder and guide the child through the process of choosing another activity.
4. Discuss with the child why the behavior is inappropriate. Help the child to come up with a plan for a better way to handle the problem.
5. The child may need to be taken aside to do a quiet activity with an adult, if the child is out of control and cannot calm herself/himself.
6. **Approval must be obtained from the Executive Director or designee, if a child needs to be sent home.** A child will be sent home for short term exclusion only in an emergency when the above guidelines have been implemented.
7. A child with severe behavior issues may be referred to outside family counseling or may be referred to the school districts special needs department for assessment.

Staff will consult with the Counselor and the parent to develop a more specific plan for intervention, if inappropriate behavior patterns continue. Positive discipline will always be the first choice when children display inappropriate behavior. In some cases, "Time Out" (removing the child from the environment) will be used for extreme inappropriate behavior and only for short periods of time. Guidance will be consistent and age-appropriate. A child may not be removed permanently from the program under any circumstances.

State Licensing Regulation Guidance Policy 8.16.2.24 A

1. A center will have written policies and procedures clearly outlining guidance practices. Centers will give this information to all parents and staff who will sign a form to acknowledge that they have read and understand these policies and procedures.
2. **Guidance will be consistent and age appropriate.**
3. Guidance shall be positive and include redirection and clear limits that encourage the child's ability to become self-disciplined. The use of physical or mechanical restraints is prohibited unless due to documented emergencies or medically documented necessity.
4. A center will not use the following practices:
 - a) physical punishment of any type, including shaking, biting, hitting, pinching or putting anything on or in a child's mouth;
 - b) withdrawal of food, rest, bathroom access, or outdoor activities;
 - c) abusive or profane language, including yelling;
 - d) any form of public or private humiliation, including threats of physical punishment; or unsupervised separation.

Expulsion Policy

Expulsion Policy

Following Head Start Performance Standard 1302.17 Suspension & Expulsion

(a) Limitations on suspension. (1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.

(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.

(3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.

(4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:

- (i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;
- (ii) Developing a written plan to document the action and supports needed;
- (iii) Providing services that include home visits; and,
- (iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

(b) Prohibition on expulsion. (1) A program cannot expel or un-enroll a child from Head Start because of a child's behavior.

(2) When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:

- (i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,
- (ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Health Information

In the event that there is a "health" hazard in the school or the community, the New Mexico Department of Health will be immediately notified. The School will follow their direction and notify parent(s) and/or guardian(s).

The health of all the children in our care is a matter of major importance to all of us. Please abide by the following regulations to ensure the health and safety of all children in our program.

Health Care Summary

As per State regulations, each child is required to have on file a Health Statement, which includes a record of up-to-date immunizations and name and address and phone number of physician.

Health History

In addition, each child is required to complete a Health History Interview at time of enrollment. The interview is required in order to provide any health services to your child.

Emergency Authorization

A signed Permission for Health Care must be on file for each child authorizing emergency care and transfer of medical records to the local hospital.

Emergency Numbers

Emergency Numbers must be on file for each child. These include the number of parent and/or guardian and two other authorized persons. Any changes in emergency numbers must be reported immediately!

Exclusion of Sick Child

Any child arriving noticeably sick to school will not be admitted. This may include vomiting, diarrhea, fever, etc.

Communicable Disease

In the event that a child, contracts a communicable disease she/he will not be permitted to return to school until a written physician's release is obtained. Notice of such exposure will be posted in each classroom's Parent's Corner. Parents will be notified of any outbreak and their symptoms.

Tuberculosis Testing

As per the State of New Mexico's Public Health Division, TB testing is no longer mandated of low-risk individuals. However, screenings for high-risk individuals are still necessary.

General Cleanliness

Children are assisted and encouraged to keep themselves hygienically clean. Children are supervised in toileting and washing of hands and dental hygiene. Hands are washed by students and staff upon arrival to the classroom.

Services Provided to Head Start Children

Each Child Shall Receive:

Head Start Education Services

El Grito Early Learning Center provides an educational program designed to meet the individual needs of all children. Every child will be offered diverse learning experiences that foster intellectual, language, social/ emotional, and physical growth. With guidance from Head Start Child Outcomes Framework and New Mexico Essential Indicators.

Head Start Teachers will conduct 2 home visits and 2 conferences with each child. A transition conference will be held for children transitioning into Kindergarten.

Pre-K will conduct 1 home visit before the child's first day of school and two conferences (fall and spring). Best practices to include a winter conference.

Home visits/Conferences are conducted so that teachers and parents get acquainted and share their child's strengths and weaknesses. Also, it gives opportunities for parents to discuss any needs the family has and to set educational and family goals.

Health Services

Head Start Performance Standards for Child Health and Development Services for El Grito Early Learning Center are and be must implemented for each child: **1304.20(a)** Determining child health status **(1)** In collaboration with parents no later than 90 calendar days **(i)** Make a determination that each child has a source of on-going source of health care. **1304.20(a)(1)(ii)** To obtain from a health care professional as to whether each child is up-to-date on a schedule of age appropriate preventive and primary health care which includes **medical, dental and mental health**. **1304.20(a)(14)(ii)(A)** Assist parents with children who are **not** up to date to bring children up to date; **1304.20(a)(1)(ii)(B)** For children who are up-to-date but not complete inform parents on when their next set of immunization or other health services are due.

Health

- Immunization- Assessment
- Nutritional Assessment
- Growth-Height Assessment (minimum of twice a year).
- Annual Physical Examination including vision and hearing and referral for treatment if needed.
- Dental Screening and referral for treatment if needed.
- Health/ Dental Education

Nutrition

- Nutritional Assessment
- Nutritional Counseling as needed
- Nutritious meals, which at a minimum meet 2/3 of the child's daily nutritional requirements. Each child will receive a nutritious breakfast, followed by a nutritious lunch and snack.
- Family Style Dining is used so that the children participate in meal setup, preparations, serving themselves and cleaning up. Meals are served in a pleasant, relaxed environment.
- When a child requires a special diet according to physician's instructions. Coordination with the Parent & Health Director will ensure that diet needs and restrictions for the child are met.
- Nutrition information is provided to parents.

Parents are welcome to eat with their child; however, you must notify the teacher the day before.

Special Needs Services Provided

Inclusive Practices and Procedure

A comprehensive child development program is provided through the least restrictive environment.

During the enrollment process, parents are informed of the developmental screening and sign a permission form. The developmental screening is conducted within the first 45 days of school. When a child is referred for further evaluation through Part B, El Grito Inc. will send out a letter explaining the request for a referral, which includes the consent form, a copy of the BRIGANCE Screening or ASQ-3 results. Parents may phone or visit with the teacher and/or educational coordinator to discuss referrals. Once the packet is returned, it will be hand-delivered to the Silver School District, Special Education department. The LEA will schedule a formal evaluation. Parents will be notified by the LEA to attend an Eligibility Determination Team (EDT) meeting. If the child is eligible for services, an Individualize Education Plan (IEP) meeting will follow the EDT meeting. El Grito Inc. staff will attend both meetings to support the child and family. Accommodations and/or modifications and goals will be addressed during the IEP meeting. The teachers document accommodations, modifications, and strategies in the lesson plan. El Grito Inc. has a Memorandum of Understanding (MOU) with the Silver and Cobre School Districts.

All classrooms are inclusive.

The LEA notifies El Grito when a Child Find is scheduled.

Culture and Language

Head Start and Early Pre-K will create environments reflecting diversity, choose activities that support diversity, and recognize and respect diversity.

As per Performance Standards:

(2) For dual language learners, a program must recognize bilingualism and bi-literacy as strengths and implement research-based teaching practices that support their development. These practices must:

(ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,

(iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.

Transition Plan:

Teachers work on school readiness for all children. A transition meeting is schedule for parents whose children are entering kindergarten or a 4y Pre-K program. All children entering kindergarten attend 6th Street Elementary. A field trip is schedule for this site set by the principal of 6th Street Elementary. El Grito contacts the outer elementary schools to verify parent/child transition meetings. The teaching staff fill out a form, Child's Progress Transition Summary. These forms contain valuable documentation to help support the student and new teacher.

El Grito attends the NM Family Infant Toddler, Amplified Therapy transitions from Part C to Part B.

Mental Health Services - Counseling

The counseling program at El Grito Early Learning Center is both remedial and preventive in nature. Its goal is to, eliminate the undesirable behaviors and provide the child with strategies that prevent certain inappropriate behaviors from developing. Thus, the program involves students, parent(s), teachers, administrators, and appropriate community service agencies serving children and their families. The key factor in the process is the child. The counseling program therefore adheres closely to the student-centered philosophy.

Goals of the Counseling Program

Enhance motivation and constructive action by focusing on the individual child and her/his needs.

Provide opportunities for mutual sharing that supports human growth and development.

Assist children in working through their concerns (possibly preventing future problems).

Assist children to develop and maintain appropriate social skills.

Assist children to increase self-awareness by clarifying personal concerns and interpersonal relationships.

Enhance the functioning of the family system by providing support.

Procedures:

Identification: Children in need of counseling assistance are identified in one of four ways: teacher referrals, parent/guardian referrals, Department of Children, Youth & Families, or Head Start Associate Director. Associates may identify children needing services via The Brigance Screen II Assessment. In this case, the designated El Grito Early Learning Center Associate Director or teacher will notify the appropriate counselor of children who may need services and a referral will be made. A follow-up meeting with the teacher and parent(s) is then planned. (Please refer to *"El Grito Early Learning Center Form Permission to Counsel Student"*).

Teacher Conference:

The counselor and teacher work in partnership regarding the referred child. Meetings provide information as to specific areas needing to be addressed in counseling. Part of this activity includes observing the child while in the classroom and playground. Future conferences are scheduled to provide feedback to the teacher about the referred student. Counselor and teacher collaboration is an ongoing activity and essential to the school program.

Support to teachers is a common activity provided by the counselor. The counselor may assist teachers in identifying other students who would benefit from counseling. The counselor also assists teachers in planning training activities that will provide strategies for developing an environment that is conducive to learning.

Parent Conference:

The collaboration between the counselor and parent(s) and/or guardian(s) is ongoing. These informative partnership meetings are designed to keep the parent informed of the child's specific service needs and to gather information about the family as a whole. Parent(s) and/or guardian(s) are strongly encouraged to visit with the counselor on a regular basis. **An important point to note is that parents are assured confidentiality on issues related to the child. It is understood that the parent(s) and/or guardian(s) maintain the right to terminate services at any time.**

Since counseling is designed to meet the unique needs of each child, weekly individual or group sessions are scheduled. Parents and teachers often request to be present during a counseling session involving their child. This activity usually occurs when conflict resolution is being considered.



Procedures For Administration Of Medications At School



El Grito Early Learning Center recognizes that some children are able to attend school because of the effective use of medication in the treatment of a disability or illness. The American Academy of Pediatrics believes that medication should be administered in the home but recognizes that at times medication must be given during the school day.

The school will administer prescribed medication provided all requirements of the policy are met. This policy includes, in part, a requirement that the medication be administered from the original container as supplied by the pharmacist, which shall include:

1. The child's name
2. The name of the drug
3. Instructions for storage and administration
4. Possible side effects, if any
5. Prescribing physician's name

Parents/guardians need to provide the following:

Written consent for administration of the medication by physician, parent and health director.

1. Telephone numbers through which parent and/or guardian may be reached in the event of an adverse reaction the drug. (Parent and/or guardian and two other contact telephone numbers).
2. All medication in its original container with instructions by the physician.

Please note:

1. The health director and classroom teacher will be notified of all students taking medication at school.
2. Medication will be kept in a locked cabinet.
3. A copy of signed Medication Permission Form and Medication Log will be kept in child's classroom record.
4. Program staff may not administer non-prescription drugs such as aspirin, Tylenol, or cold tablets.

Policy Council

The Policy Council constitutes the major structure in which parents can participate in the process of making decisions about the nature and operation of El Grito Early Learning Center.

The Policy Council is set up at the Grantee Agency level. The council must be made up of at least 51% parents of students presently enrolled at El Grito Early Learning Center, as well as representatives of the community. Parents of Head Start children currently enrolled in the program elect parents serving on the Policy Council. Community representation must not exceed 49% of the total council. The representatives may be from the following groups 1) Former Head Start parents, 2) Major public and private agencies, 3) Major community civic or professional organizations.

Policy Council Functions and Responsibilities:

1. Serve as a link between public and private organizations, Board of Directors, and El Grito Early Learning Center's staff.
2. Responsible for approving program funding, major program changes and improvements, and initiating suggestions for policy development.
3. Coordinate and organize agency-wide activities for parents with the assistance of staff.
4. Recruit volunteer services from parents, community residents and other resources to meet identified needs.
5. Discuss and approve spending of Parent Activity funds.
6. Review Policy Council By-Laws and amend as necessary.
7. All interested parents are encouraged to attend Policy Council training.
8. Responsible for approving employment & termination of Head Start staff.



My Responsibilities As A Head Start Parent

- To learn as much as possible about the program and to take part in major policy decisions.
- To accept Head Start as an opportunity through which I can improve my life and that of my children.
- To take part in the classroom as an observer, a volunteer worker, and to contribute my services in whatever way I can toward enrichment of the total program.
- To provide parent leadership by taking part in elections, to explain the program to other parents and encourage their full participation.
- To welcome teachers and staff into my home to discuss ways in which parents can help their children's development at home in relation to school experience.
- To work with the teacher, staff and other parents in a cooperative way.
- To guide my children with firmness; which is both loving and protective.
- To offer constructive criticism of the program, to defend it against unfair criticism and to share in evaluating it.
- To take advantage of programs designed to increase my knowledge about child development and my skills in areas of possible employment.
- To become involved in community programs which help to improve the health of my child.
- **To ensure my child/children attend school on a regular basis.**
- **To ensure that my child arrives and departs on time.**
- To provide my child (children) with safe transportation to and from the school.

Please note: **Students will not be released to any individual(s), parent(s) and/or guardian(s), who are under the influence (or suspected of being under the influence) of any drug or alcohol substance.** On the "Release Child to Form," Students will only be released to those listed on the form.

My Rights As A Head Start Parent

- To take part in major policy decisions affecting the planning and the operation of the program.
- To help develop adult programs that will improve daily living for my family and self.
- To be welcomed in the classroom.
- To choose whether or not I participate without fear of endangering my child's right to be in the program.
- To be informed regularly about my child's progress in Head Start.
- To be always treated with respect and dignity.
- To expect guidance for my child from Head Start teachers and staff, which will help her/his total individual development.
- To be able to learn about the operation of the program, including the budget, and level of education and experience, required to fill various staff positions.
- To take part in planning and carrying out programs designed to increase my skills in areas of possible employment.
- To be informed about all community resources concerned with health, counseling education and the improvement of family life.
- To be able to access my child's file. A parent must notify office personnel.

Parents of Children with Special Needs

- Together with local educational agencies, the evaluation, assessment process will be completed. An Individual Education Plan (IEP) meeting to discuss results and establish goals, objectives and services to be provided to the child qualifying for services.
- An annual orientation that provides information on new legislation, working with professionals, monitoring child's rights, working with the classroom teacher, and child and parent's rights.
- Support services and information sharing from the agency's Health Coordinator.
- A copy of the Resource Directory from the Grant County Community Health council that offers assistance to families and/or children with special needs.

Statement Of Confidentiality

This Confidentiality Policy has been adopted to insure confidentiality and protection of individual rights of privacy for children, families, and employees of El Grito Inc. The individual dignity of children, families, and employees shall be respected and protected at all times in accordance with all applicable laws.

Information about children, families, or employees must not be divulged to anyone other than persons who are authorized (Board of Directors, Policy Council, Management, and State & Federal Reviewers) to receive such information. This policy extends to both internal and external disclosure of information.

An employee's responsibility to maintain confidentiality regarding information learned about, children, their parents/guardians, families and other employees extends 24 (twenty-four) hours per day, 7 (seven) days per week regardless of how or where the information was attained. Employees must be diligent in their efforts to maintain confidentiality and should be aware that there is job related consequences for violations of confidentiality and rights of privacy, and that there is also the potential for civil liability against the individual employee and the agency.

Confidentiality of Children's and Families' Information:

- a. All children's records must be locked in a secure file.
- b. Access to children's records is limited to employees on a "need to know" basis.
- c. Children's records must not be removed from the centers. (Exceptions: Children attending the outlining centers need to have copies of their files to comply with New Mexico State Licensing.)
- d. Children's records must never be left out on desks, tables, etc. where other people may have access to them.
- e. Children's or families' private information must never be discussed among employees except on the "need to know" basis. Employees must be particularly aware of their surroundings when discussing this information. Special caution must be taken to be sure other children, families, or employees do not overhear information, that is confidential.
- f. Discussion of children's or families' information with volunteers, other families, friends, or community members is prohibited.
- g. Information and documents considered confidential include, but are not limited to medical records, educational records, special needs records, family records, financial records, and any other private information about the children or their families.
- h. All requests for release of information shall be directed to Executive Director or designee.
- i. Information will only be released to persons outside of El Grito Inc. with the express written consent of the child's parent or legal guardian.

Child Abuse/Neglect Reporting Procedure

Under the Child Protective Services Act, mandated reporters are required to report any suspicion of abuse or neglect to the appropriate authorities.

ALL EMPLOYEES of El Grito Inc. are considered mandated reporters, under this law.

Employees are required to report their suspicions of child abuse/neglect to Statewide Central Intake, (855) 333-7233 (SAFE). El Grito Inc. encourages employees to inform Administrative staff after making the report to Children, Youth and Families.

The employees of El Grito Inc. are not required to discuss their suspicions with parents prior to reporting the matter to the appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior or condition prior to making a report. Under the Act, mandated reporters can be held criminally responsible if they fail to report suspected abuse or neglect. We at El Grito Inc. take this responsibility very seriously and will make all warranted reports to the appropriate authorities. The Child Protective Services Act is designed to protect the welfare and best interest of all children.

Immunity from Civil or Criminal Liability

Any person who reports abuse or neglect, pursuant to the law or testifies in a child abuse hearing resulting from such a report, is immune from any criminal or civil liability as a result of such action. As mandated reporters, employees of El Grito Inc. cannot be held liable for reports made to Child Protective Services which are determined to be unfounded, provided the report was made in "good faith".

Penalty for Failure to Report

Any person who knowingly fails to report suspected abuse or neglect, pursuant to the law or to comply with the provisions of the law is a disorderly person and subject to a fine of up to \$1,000.00 or up to 364 days imprisonment. (As of June 14, 2010).

Causes for reporting suspected child abuse or neglect include, but are not limited to:

- Unusual bruising, marks, or cuts on the child's body
- Severe verbal reprimands
- Improper clothing relating to size, cleanliness, season
- Transporting a child without appropriate child restraints (e.g. car seats, seat belts)
- Dropping off/Picking up a child while under the influence of illegal drugs/alcohol
- Not providing appropriate meals including a drink for your child
- Leaving a child unattended for any amount of time
- Failure to attend to the special needs of a disabled child
- Sending a sick child to school over medicated to hide symptoms, which would typically require the child to be kept at home until symptoms subside.
- Children who exhibit behavior consistent with an abusive situation.

Guidelines For Volunteers

*****Special Note: New Mexico State Licensing Regulations state if you volunteer more than 6 hours per week you must have a "Criminal Records Check".***

Volunteer helpers are a very significant part of our program. Their participation makes it possible for El Grito Early Learning Center to meet its In-Kind responsibilities. Teachers and other staff will work with volunteers and parents in identifying the best In-Kind collection strategies. All volunteers must attend volunteer orientation.

Please note: Teachers & Teacher's Assistants are the only adults in the classroom who may discipline children.

- Wear clothes and shoes you are comfortable to play in.
- The program begins with the first student that enters the classroom.
- When supervising the indoor area, sit where you can observe all students in the classroom. Make yourself available for conversation and assisting at each of the play centers for short periods of time. Sitting rather than standing makes you more approachable in the eyes of a child.
- When supervising outside, sit or stand where you can observe the entire area.
- Do not over-direct children's play. Give students the freedom, to play, and to relate to others at their own pace.
- When speaking to a child, squat down to their eye level and use a calm voice. Do not yell from across the room or playground to get a child's attention.
- Move about in a relaxed and unhurried manner.
- Use a gentle touch with the children. Lead them by the hand, not by the arm. If restraining a child is necessary, do so in the least forceful manner. Get the child's attention by calling his/her name in a calming voice. Explain why you are stopping their behavior and what you expect him/her to do.
- Always keep in mind that your feelings about the students and environment will be reflected in them.
- When helping children, put emphasis on what they may and may not do. *"The sand stays in the sandbox."* Rather than, *"We don't pour sand on the ground."*
- Keep requests as reasonable as possible.
- Offer a choice only if there is a choice.
- Encourage children to verbalize their feelings and needs to one another. Tell Sue, *"I am using the ball."*
- If you are uncomfortable about a situation, tell the child, *"Let's go ask the Teacher."*
- If you are a classroom volunteer, please plan to arrive on time to help greet the students as they come in and also to say goodbye at the end of the day. You will be expected to assist the teacher in all classroom activities.
- Smoke Free Environment.
- Gun Free Environment.

Reminders For Head Start Parents

1. DRESS: Children should be dressed comfortably in clothing:

- That is appropriate for both indoor and outdoor activity.
- That allows them to easily dress and undress when going to the bathroom.
- That won't ruin if getting mud or paint on.
- That is appropriate for the weather (long sleeves and pants when chilly and short sleeves and pants when warm.)

Please make sure your child has a change of clothes at school. Also, label clothing with your child's name.

2. FOOTWEAR: All footwear should fit properly, with consideration given to any and all outdoor activity. (Fully laced or fastened, rubber soled, with socks for comfort and safety.)

4. FOOD: The El Grito Early Learning Center program strives to comply with meals that are nutritious in value. **Children may not bring food, gum, or candy.**

5. CELEBRATING HOLIDAYS, BIRTHDAYS AND PARTIES: For these occasions parents may send foods/snacks that are nutritious in value as stated above. Foods that we are recommending are fresh fruits/vegetables, 100% juice, yogurts, finger sandwiches, pretzels, peanut butter (if no food allergies), whole grain breads, trail mixes, etc. Please keep this in mind when planning with your child's teacher for any of these occasions.

6. TOYS: Unless your child's teacher specifically requests toys, **do not send toys to school**. If toys are requested, please make sure they are labeled in a way that is easily recognizable so that toy(s) may be returned. Your teacher will inform you of "*Show & Tell Day*." **El Grito Early Learning Center is not responsible for lost or broken toys.**

7. SMOKE FREE/GUN FREE ENVIRONMENT: The El Grito Early Learning Center Program is a Smoke Free and Gun Free Environment.

8. CAMERA SURVEILLANCE SYSTEM: Has been implemented at the Main Center, Del Bosque Site and the B.G. Trujillo Center in Santa Clara for outside entrances and playground areas. A security lock system is implemented

9. HOME VISITS: We want to get to know you and your child better. Therefore, the staff is required to make two home visits and schedule two conferences with you during the school year.

10. OPEN DOOR POLICY: Parents are welcome into the program and classrooms at any time and we encourage all families to be involved in their child's education.

Donations And Purchases

Parents may receive donations from businesses for our Program. Parents may be asked to assist the teacher in making purchases for the classroom from donations received.

Before obtaining a donation, a “*Donation letter*” must be obtained from the Associate Director of Family Services. A 24-hour notice is recommended.

Before making a purchase on behalf of El Grito, a requisition form is to be prepared by the teacher. This form includes vendor, a description of requested items, and an estimated amount. A purchase order is prepared and given to the director for approval, when the requisition has been approved by an Associate Director. Once approved the purchase order may be picked up at the business office.

Three days advanced notice is required for a Purchase Order, and all receipts must be turned in no later than the following day after purchase.

Complaints/Concerns

El Grito Early Learning Center follows the Federal Head Start Performances Standards, Head Start Act of 2007, and the New Mexico Children, Youth & Families Licensing Regulations. These documents are available for the parent’s review at all the program sites.

You are encouraged to contact the following Associate Directors if you have complaints or concerns about the program in the area of the Associate’s responsibility:

Susie Hutchins —Health/Community Services

Venus Aragon — Family Services

Carmen Munoz — Nutrition/HR

Millie Moyer — Education/Coach

Dr. Richard Rodriguez — Mental Health (Counseling)

Carmen Muñoz —Director (Interim)

Parents who do not believe their complaints or concerns have been satisfactorily addressed by the Associate Directors and/or Director are encouraged to contact the Director. Parents are also encouraged to seek assistance from the Board of Directors and/or Policy Council. A list of the Policy Council officers and general membership is available at all programs sites.

You may also contact the Region VI Administration for Children and Families/Head Start Office in Dallas, Texas, phone number 214-767-8864, and ask for assistance from the Regional Manager and/or the Program Consultant, Kim Chalk.

Written Concerns

Written concerns can be submitted to the El Grito Early Learning Center Director who will respond in writing within ten working days.

School Lock Downs

El Grito Early Learning Center accepts responsibility for keeping students entrusted to their care physically safe at all times. We conduct periodic practice drills to ensure the safety of our students, staff, and volunteers. On occasion due to short or long-term community emergencies or crisis' it is necessary to conduct building "Lock Downs." The El Grito Early Learning Center staff coordinates lock down activities with the local Law Enforcement authorities.

El Grito Early Learning Main Center-Silver City, Sixth Street Site, and B.G. Trujillo Center-Santa Clara are on a daily partial lock down during the school year. Parents and visitors use the doorbell to be allowed in the buildings. The doors at the centers will be unlocked from 8:15 a.m. - 9:00 a.m. and will be locked form 9:00 a.m. - 2:15 p.m. daily. On half-days the doors will be locked from 9:00 a.m. - 11:30 a.m.

Also, parking lots and playgrounds at both sites are monitored daily by surveillance cameras. The use of these procedures are intended to maximize the children's, staff's and visitor's safety. Classrooms at the public schools will follow the schools' safety regulations.

We appreciate everybody's assistance and cooperation.

Parent(s) and/or guardian(s) will be notified of any long-term (two or more days) lock downs held at the Main Center location (303 S Cooper Street, Silver City). Classrooms housed in the public schools will abide according to lock down procedures at that particular school. We understand that because of the location of entrances to the Main Center it is difficult to have immediate access to the building during lock down procedures.



Emergency Closings

(Approved by Board of Directors 9/12/2016 and Policy Council 8/31/2016)

Due to severe weather conditions or other emergency situations, there may be times when El Grito Early Learning Center may be closed. Emergency closing is at the discretion of the Executive Director or Assistant Director.

Severe Weather Conditions:

In the event of severe weather conditions, El Grito Early Learning Center will generally follow the School Districts in determining whether or not to close the centers. If Cobre or Silver School Districts announce a two-hour delay, **El Grito Early Learning Center will go on a two-hour delay.** Parents and Employees are instructed to listen to local radio and television stations for emergency closing information in these circumstances.

Two Hour Delay:

In the event of a two-hour delay by School Districts; All El Grito Early Learning Center's Staff will report to work at 10:00 a.m. Students will report at 10:45 a.m.

Snow Day:

In the event that inclement weather (snow etc.) is not severe enough to close school but still prevents some employees from reporting to work on time, the following guidelines will be followed:

Employees must call the Assistant Director/Human Resources/Nutrition Coordinator or if not available, another member of management and inform them of their inability to report to work or delayed arrival.

If Silver Schools cancel our Silver City sites will be closed for the day and our Santa Clara site will operate according to Cobre Schedule.

If Cobre Schools cancel, our Santa Clara Site will be closed for the day and all other sites will operate according to Silver Schools schedule.

ALL STAFF MUST REPORT TO WORK UNLESS BOTH SCHOOL DISTRICTS ARE CLOSED

Other Emergencies:

Other situations, including but not limited to, electrical power failure, lack of water, lack of heat or air conditioning, hazardous road conditions, or other situations which may endanger the safety or health of children and employees, may result in El Grito Early Learning Center facilities being closed at the discretion of the Executive Director. Employees will be advised of their obligations in these situations.

In the event of emergency closing in the middle of the day, employees will be instructed by supervisory staff as to their responsibilities during the emergency. Employees will be required to remain at the agency as long as there are children present. This may require employees to remain after normal closing hours. Employees must be mindful that compliance with Licensing Regulations must be maintained even in emergency situations. Employees will be informed by supervisory staff as to when they are able to go home. Employees may be required to go to another center to assist during an emergency closing. Employees who refuse to cooperate during an emergency closing situation will be subject to disciplinary action up to and including termination.

Alternate Safe Location:

El Grito Early Learning Center will designate an alternate safe location. This location will be used to house the employees and children in cases where the physical site is uninhabitable. Such scenarios include but are not limited to: fire, flood, toxic spill, and/or fumes. The Executive Director will make the determination to evacuate the center and proceed to the alternate safe location and will advise the employees as such.

Employees are required in all emergency situations to have the sign in/out sheet and/or attendance record and emergency contact forms for their classroom when exiting the center.



Field Trip Policies And Procedures

Safety at All Times Is the Most Important Aspect of A Good Field Trip!!

Purpose: Field trips will support the Head Start Child Development and Early Learning Framework. Field trips will support the classroom educational experience, current curriculum, the developmental level and cultural background of children.

Request for Approval: Field trip request must be submitted one week prior to the date of the activity. The field trip request must be signed by the Director or Designee.

Meal Field Trip Request: Meal field trip request must be submitted one week prior to the date of the activity to the Nutritional Coordinator. The meal field trip request must be signed by the Nutritional Coordinator. All food served on the field trip must be approved by the Nutritional Coordinator, to ensure the following: that the CACFP meal pattern is being met, that the food will be transported safely and that all necessary supplies to serve meals are taken and that proper communication is done with the program's kitchen staff. School Menus must be followed unless prior approval is given by the Nutritional Coordinator.

Field Trip Permission Slip: Children may participate **ONLY** if they have a signed permission slip. An emergency phone number is required for each child on the permission slip.

Children: Dress in comfortable clothing and shoes.

Teachers: Prepare children in advance of their field trip experience and provide educational follow-up. Post in a prominent place a notice showing where the children are on the field trip. It is recommended that a staff member bring a personal cell phone for emergencies. Take your role book, sign in and out sheet, first aid fanny pack, and emergency phone numbers for all children. Take children's role before leaving and re-check frequently while away to ensure no one is missing. Assign high-risk children to program staff only. Encourage children to use the bathroom before leaving and returning.

Adult /Child Ratio: Must be met during the field trip.

Parents: All El Grito Early Learning Center parents have the right and are encouraged to attend field trips with their child. Parents will act as educational and supervisory chaperones. A parent who attends must stay in contact with EGHS staff members at all times. Purchases should not be made for individual children. Private vehicles of EGHS Head Start Families can be used to transport **their** child. Written permission must be given if a EGHS family is transporting a child other than their own.

Siblings attending field trips: Siblings attending field trips are the sole responsibility of the parent/guardian and are not the responsibility of El Grito Early Learning Center. Siblings are not to be counted in the adult child ratio.

Tobacco/Drug and Alcohol: El Grito Early Learning Center is a designated no smoking and drug/alcohol free facility including field trips. (No exceptions)



Healthy Kids **Healthy Childcare**

BUILDING HEALTHIER TOMORROWS TODAY

Mission:

To promote and advocate social, health, and educational growth in children, families, staff and community by recognizing and embracing diverse cultures, values and beliefs leading to life-long learning, economic self-sufficiency and productive life styles. To create the healthiest possible environment for the children in our care, our facility has instituted the following policies.

Impact:

Benefits for children

Enhances motor/social skills and brain development, promotes emotional well-being and self-esteem, shapes positive eating and physical activity behaviors, and helps children sleep better.

Benefits for families

Supports healthy family behaviors, eliminates confusion for parents by setting consistent standards, and strengthens partnerships between you & your families.

Benefits for your facility and staff

Creates a healthy environment, eliminates confusion for staff by setting consistent standards, and enhances licensure status; instituting a CWP is soon to be a USDA CACFP requirement for all licensed childcare facilities.

Implementation & Assessment:

Wellness Team

To plan, implement, conduct and evaluate our Wellness Policy, we have appointed a Wellness Team, consisting of the following members:

Carmen Munoz, Assistant Center Director
Susie Hutchins, Associate Director of Education and Health

Implementation & Assessment Procedures

- Wellness Team Meetings are held 12 times per year.
- Our staff routinely checks-in at staff meetings about how well CWP is being implemented.
- At wellness team meetings, and staff check-ins during staff meetings, we collect feedback on our CWP and our Assistant Director keeps track of them.
- At our annual CWP Assessment + Revision meeting, held in June, we identify policies that need updating, and revisions are made.
- Our staff & families are informed on a regular basis on wellness policy content and expectations.
- We will get feedback from our families at the monthly policy council meetings.

Policy Components:

- Nutrition
- Physical Activity
- Breast Feeding
- Screen Time & Handheld Devices
- Staff Wellness
- Parent Engagement

Nutrition:

Meals, Snacks & Beverages

- Water is available at all times, both inside and outside.
- For children 2 years old and older, only skim or 1% milk is served.
- Our Center does not serve fried or pre-fried (French fries, hash browns, tater tots) potatoes. Comparable items will be homemade and baked.
- Fruit is served at snack time 2 - 3 times per week.
- Vegetables are served at snack time 2 - 3 times per week.
- A variety of vegetables are served by offering one of the following at a meal each day:
 - a dark green vegetable, an orange vegetable, a red vegetable, or a legume.
- The children will taste test a new fruit or vegetable once or twice a month. Fruits and vegetables they like will be added to the menu.
- Fresh, frozen, or canned fruit is served at breakfast instead of juice every day.
- Soda and other vending machines aren't located on-site.
- We use a menu cycle of 4 weeks or longer, seasonal variation and minimal repetition of foods.
- Menus include a variety of fruits, vegetables, lean proteins, and foods from a variety of cultures.
- Menus include a variety of grains served daily, and 50% of the grains served are whole grains.

Nutrition Education

- Staff and parents receive training on nutrition at least once a month.
- Children receive nutrition education at least once a month.
- We use CACFP, HKHCC, and CHILE PLUS nutrition education curricula in our centers.

Nutrition Environment

- Meals are always served Family Style so that children learn to serve themselves.
- Infants in our care eat "on demand".
- Our childcare center will work with families to gradually introduce solid foods to infants between 4-6 months based on their developmental readiness, to ensure foods are introduced when appropriate so there are no negative consequences.
- We will serve a variety of foods in creative ways that are appealing to children.
- We will encourage, but never force, children to try and taste new foods.
- We will intentionally make mealtimes an enjoyable experience.
- Staff members model behaviors for healthy eating and positive body image in the presence of children, and refrain from consuming unhealthy foods and beverages in front of children.

Food from Home

- Our childcare center provides all the meal for the children in our care, therefore, we do not allow food from brought from home.

Celebrations & Parties

- Our program supports a healthy environment for children during celebrations by offering nutritious snacks and doing creative activities.
- We honor children on their birthdays with special privileges instead of food.
- Foods brought from home for sharing will be pre-coordinated with our Center.
- Foods that don't meet nutrition guidelines will be returned home.

Breastfeeding

Our model breastfeeding policy was informed by the Sample Childcare center Breastfeeding Policies made by Loving Support, and the model infant feeding plan by Healthy Kids New Mexico, and the New Mexico Breastfeeding Task Force.

- **Our center makes an infant feeding plan available for each child in our care, as follows:**
 - Our Center strives to accommodate each child's needs and understands that every baby has a different pattern of eating.
 - In most cases, we believe that feeding "on cue" is the healthiest way to eat - in other words, we will feed your infant when she shows signs of being hungry, and we will stop feeding when she/he shows signs of being full.
 - Infants under age 6 months are fed milk or formula exclusively in our care (as recommended by AAP).
 - Infants age 6+ months plus are spoon-fed appropriate solid foods, as well as being served milk or formula.
 - Parents must provide clear and labeled bottles and/or bottles daily for breast milk.
 - Parents answer our infant feeding plan questionnaire to customize their child's feeding plan beyond these key points to provide each child with the safest and best nutrition, here is a template:

<http://www.breastfeedingnewmexico.org/breastfeeding-friendly-childcare>

- **A refrigerator is available for storage of expressed breast milk.**
 - Mothers provide their own containers, clearly labeled with name and date.
- **Staff is trained on how to properly store, handle, prepare, and feed breast milk to infants.**
 - Center staff will follow guidelines from American Academy of Pediatrics (AAP) and Center for Disease Control (CDC) in ensuring that breastmilk is properly treated.
 - STORAGE GUIDELINES FOR HUMAN MILK

http://www.cdc.gov/breastfeeding/recommendations/handling_breastmilk.htm

<http://www.healthychildren.org/English/ages-stages/baby/breastfeeding/pages/Stonrign-and-presparing-expressed-breast-milk.aspx>

- **A comfortable, private, sanitary place is provided for mothers to breastfeed their babies and express their milk, including:**
 - An electrical outlet
 - A comfortable chair
 - Nearby access to running water
- **We support and encourage breastfeeding in our center.**
 - Breastfeeding promotion information is displayed in our center.
 - Bottles or solid foods are not given when a mother is expected for breastfeeding.
 - Mothers are welcome to breast-feed babies at our center during the school day.
 - Breastfeeding employees are given flexible breaks to accommodate their pumping or feeding schedules.

Physical Activity

- Children ages 1-3 will participate in 60 minutes of physical activity daily; children ages 3-6 will participate in 90 minutes of physical activity daily.
- 30 of these minutes will be teacher-led structured physical activity.
- We limit time children are seated to no more than 30 minutes.

Screen Time & Handheld Devices

- Children and parents are not allowed to bring personal handheld devices into our Center.
- Children under the age of two don't participate in screen time.
- We limit screen time to no more than 30 minutes per week for preschoolers.

Staff Wellness

- The health and well-being of every staff member is important.
- We believe that staff members are a powerful influence in modeling healthy choices to the children in our center; our staff act as positive role models of wellness in our center.
- Staff will be regularly informed on updates, revisions and current language of our CWP.
- We encourage our staff to be actively involved in our CWP by joining of our Wellness Team.
- We promote & provide activities & resources to our staff to support & practice a healthy lifestyle.
- We serve healthy snacks and practice fit breaks at our staff meetings.
- At our center sponsor events we will provide healthy food and beverages.

Family Engagement

- Upon enrollment in our program, parents will be informed on our CWP.
- We encourage our families to be actively involved in our CWP by joining our Wellness Team.
- We send a monthly newsletter home to families to share the lessons we teach on healthy eating & physical activity.
- We do family events 2 times per year, in which we engage, inspire and educate our families in healthy eating and active living practices.

Professional Development

Professional Development Plan

As per NM State Licensing **8.16.2.23(B)(2)(f)** 24 hours of training is required.

Staff keep track of training through a training log which is verified three times a year.

A Professional Development Plan is conducted within the first month of the school year for teaching staff. The plan is visited in December to check progress or implement new goal. May is follow-up with a reflection. Educational requirements and training are tracked by transcripts, grades, schedules and certificates.

Training reinforces teaching staff the knowledge to continue to give the children the best education for them.

Transportation

Transportation

Only applicable if a child has an IEP.

El Grito Early Learning Center 2023-2024 School Calendar

El Grito Early Learning Center 2023-2024 School Calendar

Board Approved 4/25/23 Policy Council 6/22/2023

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
June				1	2	5	6	7	8	9	12	13	14	\$	16	19	20	21	22	23	26	27	28	29	\$
July	3	4	5	6	7	10	11	12	13	\$	17	18	19	20	21	24	25	26	27	28	\$				
August		1	2	3	🍎	7	8	9	10	11	🌞	\$	16	17	18	21	22	23	24	25	28	29	30	\$	
September				1	4	5	6	7	8	11	12	13	14	\$	18	19	20	21	22	25	26	27	28	🍎	
October	2	3	4	5	6	9	10	11	12	\$	16	17	18	19	20	23	24	25	26	27	30	\$			
November			1	2	3	6	7	8	9	10	13	14	\$	16	17	20	21	22	23	24	27	28	29	\$	
December					1	4	5	6	7	8	11	12	13	14	\$	18	19	20	21	22	25	26	27	28	\$
January	1	2	3	4	5	8	9	10	11	\$	15	16	17	18	19	22	23	24	25	26	29	30	\$		
February				1	2	5	6	7	8	9	12	13	14	\$	16	19	20	21	22	23	26	27	28	\$	
March				1	4	5	6	7	8	11	12	13	14	\$	18	19	20	21	22	25	26	27	28	\$	
April	1	2	3	4	5	8	9	10	11	12	\$	16	17	18	19	22	23	24	25	26	29	\$			
May			1	2	🍎	6	7	8	9	10	13	14	\$	16	17	20	21	22	23	24	27	28	29	30	\$

- | | | | | | |
|-----------|--------------------------------|---------------|----------------------------|--------|---------------------------------|
| Jul 3-7 | Office Closed | Dec 21-Dec 29 | No School – Winter Break | May 3 | No School – P/T Conference |
| Aug 4 | Staff First Day | Jan 1-5 | No School – Winter Break | May 22 | Last Day of School - Graduation |
| Aug 14 | First Day of School | Jan 15 | No School – MLK Jr Day | May 24 | Staff Last Day |
| Sept 4 | No School – Labor Day | Feb 19 | No School – Presidents Day | May 27 | Holiday – Memorial Day |
| Sept 29 | No School P/T Conference | Mar 25-29 | No School – Spring Break | | |
| Oct 16-20 | No School - Fall Break | Apr 1 | No School – Holiday | | |
| Nov 22-24 | No School – Thanksgiving Break | | | | |
- School starts at 8:05 a.m. and ends at 3:00 p.m.

🍎 **Staff First/Last Day** ⭐ **1/2 Day 1:00 Dismissal (Every Wednesday except 8/16, 9/27, 5/1)**

🍎 **Parent/Teacher Conference** 😊 **First/Last Day of School** ○ **Holiday/Staff Inservice – No School**

** Calendar may be subject to change

Total hours: 1131

El Grito Early Learning Center 2023-2024 Schedule

OFFICE HOURS: 8:00A.M. to 4:00P.M.
Address: 303 S. Cooper St., Silver City
Phone: 575-538-5459 Fax: 575-538-3607

TEACHING STAFF REPORT 7:30/8:00 A.M. TO 4:00 P.M.
HOME VISITORS REPORT 8:00 A.M. TO 4:00 P.M.

CHILDREN REPORT:

MAIN CENTER 8:05 A.M. TO 3:00 P.M.
303 S. Cooper St., Silver City
CLASSROOMS 1, 2, 3, 4

SIXTH STREET ELEMENTARY 8:05 A.M. TO 3:00 P.M.
405 W. 6th St., Silver City
CLASSROOMS 5, 6

BENNY G. TRUJILLO 8:05 A.M. TO 3:00 P.M.
521 East St., Santa Clara
CLASSROOM 9 & EARLY HEAD START OFFICE

CLIFF SCHOOL 7:30 A.M. TO 3:30 P.M.
622 NM-211, Cliff
CLASSROOM 8

CENTRAL ELEMENTARY 7:45 A.M. TO 3:30 P.M.
602 Cedar St, Santa Clara
CLASSROOM 10

BAYARD ELEMENTARY 7:45 A.M. TO 3:30 P.M.
100 Park St., Bayard
CLASSROOM 12

HURLEY ELEMENTARY 7:45 A.M. TO 3:30 P.M.
300 Carrasco Ave, Hurley
CLASSROOM 13

Daily Schedule (Sample)

8:00-8:30	Planning/Preparation Time
8:30-9:00	Arrival ** Goal P- ATL (2) Goal P-SE (1) (2)
9:00-9:30	Family Style Breakfast: Goal P- PMP (4) (5)
9:30-9:45	Bathroom/ Brush Teeth: Goal P-PMP (4)
9:45-10:30	Outdoor Play: Goal P-PMP (1) (2) Goal P-PMP (6)
10:30-10:45	Bathroom: Goal P-PMP (4)
10:45-11:00	Circle: Goal P-LC (4) Goal P-LIT (5)
11:00-11:45	Self-Selected Activities: Goal P-SE (3) (4)
11:45-12:00	Prepare for Lunch Goal P-SE (10)
12:00-12:30	Family Style Lunch: Goal P- PMP (4) (5)
12:30-1:00	Bathroom/Brush Teeth: Goal P-PMP (4)
1:00-2:00	Quiet Time (nap or do quiet activity)
2:00-2:15	Put Mats Away/Bathroom: Goal P-ATL (3) Goal P-PMP (4)
2:15-2:45	Family Style Snack: Goal P- PMP (4) (5)
2:45-3:00	Departure: Read Story/Sing/Say Good-bye Goal P- ATL (2) Goal P-SE (1) (2)
3:00-3:30	Planning and Reflection

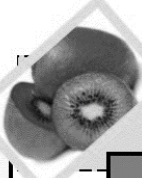
This schedule reflects what your child will be doing throughout the day, each individual classroom circle time, activity time and outside time will be different according to program needs.

** Child Outcome Domains

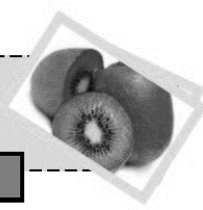
Sample Menu

El Grito Head Start Menu

Breakfast & Lunch Served 196 Milk



Chile Plus Food Item: Kiwi



Menu's are Subject to Change Due to Availability

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>BREAKFAST</u> Chex Cereal Banana <u>LUNCH</u> Shredded Beef Squash & Corn WW Bread Honey Dew <u>SNACK</u> String Cheese Cucumber Slices</p>	<p><u>BREAKFAST</u> Potato Cheese Burrito Mandarin Oranges <u>LUNCH</u> Chef Salad—Crackers Ham, Turkey, Eggs & Cheese—Croutons Frozen Mixed Fruit <u>SNACK</u> Pineapple Peach Smoothie w/ plain yo- gurt</p>	<p><u>Breakfast</u> Corn Flakes Mixed Fruit <u>LUNCH</u> Tuna Sandwich Lettuce & Tomato Orange Smiles <u>SNACK</u> Celery & Peanut Butter</p>	<p><u>BREAKFAST</u> Pancakes Grapes <u>LUNCH</u> Nacho Supreme Meat, Beans, Cheese Lettuce & Tomato Cantaloupe <u>SNACK</u> Cauliflower, Broccoli w/Ranch—Saltines</p>	<p><u>Breakfast</u> Cold Cereal Kiwi <u>LUNCH</u> Baked Chicken Potato Salad Watermelon Roll <u>SNACK</u> Animal Crackers Milk</p>
<p><u>Monday</u> <u>BREAKFAST</u> Kix Bananas <u>LUNCH</u> Beef Stew w/ Vegetables Corn Bread Canned Apples <u>SNACK</u> Ants on Log w/ PB and Raisins</p>	<p><u>BREAKFAST</u> Malt O Meal—Toast Pineapple Chunks <u>LUNCH</u> Meat & Potato Burrito Mixed Vegetables Tortillas Grapes <u>SNACK</u> Grape Juice Pretzels</p>	<p><u>BREAKFAST</u> Bagels w/Cream Cheese - Oranges <u>LUNCH</u> Bean Tostadas Lettuce & Tomato Kiwi <u>SNACK</u> Cucumber Slices Wheat Thins</p>	<p><u>Thursday</u> <u>BREAKFAST</u> Scrambled Egg/Toast Fresh Strawberries <u>LUNCH</u> Chicken Nuggets Salad 1/2 Slice of Bread Melon Fruit Salad <u>SNACK</u> Yogurt Peach Parfiat</p>	<p><u>Friday</u> <u>BREAKFAST</u> French Toast Cantaloupe <u>LUNCH</u> Cheese Pizza Tossed Salad Watermelon <u>SNACK</u> Animal Crackers Milk</p>