



EL GRITO

EARLY LEARNING CENTER



2025-2026

PARENT HANDBOOK

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

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Welcome

On behalf of the Board of Directors, Policy Council and staff, it is my 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 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 concerns you may have. You can also reach me at 538-5459 extension 101.

I hope that the Parent Handbook becomes an important information 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 (children) with us and look forward to a successful school year.

Director,
El Grito Early Learning Center

El Grito Early Learning Center Staff

2025-2026 Staff List

Board of Directors

Cassandra Madrid, President
Vacant, Vice President
Frances Jacquez, Treasurer
Sharon Offutt, Secretary
Vacant, E.C.E. Rep.
Will Perkins, Attorney
Angelica Sosaya, PC President
Genevieve Tafoya, Member
Sonia Marrujo, Member
Amy Montes, Member
Johnny Montenegro, Member

Policy Council

Angelica Sosaya, President
Felicianas Pas, Vice President
Vacant, Community Rep.
Francine Miranda, Parent Coordinator
Sabrina Sandoval, Treasurer
Amy Montes, Board Representative

Administrative Staff

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

Counselor

Dr. Richard F. Rodriguez

Nutrition Consultant

Vacant

Early Head Start Home Visitor

Valerie Flores

Kitchen Staff

Rudy Mesa, Lead Cook
Lori Martinez, Cook
Maggie Flores, Cook



Teachers

Jocelyn Arellano
Claire Bergeron
Sherrell Carlson
Elicia De La Torre
Edda Lottenbach
Amanda Marquez
Miles Parscal
Nichole Pedraza
Guadalupe Salas
Chantel Salazar

Assistants

Ezreia Avena
Desiree Castanon
Lillian Chavira
Janelle Gallegos
Bernadette Hernandez
Jessica Hill
Marisol Marquez
Vacant
Ramona Pipkins
Angela Tafoya

Custodians

Felipe Jauregui
Daniel Sias
Armando Lucero
Norma Ponce

Floaters

Emilia Gomez
Sandra Galaz
Selina Crespin
Brianna Sanchez

Childcare Providers/EHS(Center)

Amanda Garcia (Site Dir.)
Ysabel Alvarado
Isabel Borunda
Briana Cohn
Danajah Fierro
Jessie Mesa
Judith Sandoval
Keyana Baca
Lacey Carreon
Tristan Cohn
Laura Martinez
Juan Carlos Quesada
Breanna Villa
Debbie Robertson

Phone Numbers

Main Center Site _____ 538-5459
Michelle Montalvo _____ Ext. 101
Carmen Munoz _____ Ext. 102
Ruth Moyer _____ Ext. 103
Candice Lucero _____ Ext. 104
Sonia Acosta _____ Ext. 105
Millie Moyer _____ Ext. 106
Richard Rodriguez _____ Ext. 107
Susie Hutchins _____ Ext. 108
Lisa Tapia _____ Ext. 109
Venus Aragon _____ Ext. 110
Kitchen _____ Ext. 112
Sixth Street Site (Rooms 5&6) _____ 956-6203
Benny Trujillo Site _____ 537-2228
Cliff Site _____ 535-2051

Mission Statement



Empowering young minds through engaging educational experiences and by supporting families for a brighter tomorrow.

Vision Statement



To be a premier leader in fostering a lifelong love of learning in every child and family.

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 developmental program for low-income families in the United States. It is comprised of several components which 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, they have the opportunity to develop good self-images and become productive individuals. The forty-year-old Head Start program serves over 900,000 children and families each year in America.

How is Head Start Funded?

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

Early Head Start Program

Early Head Start (EHS) is a federally funded program in the United States designed to support pregnant women, infants, and toddlers (ages 0-3) from low-income families. It provides comprehensive early childhood education, health, nutrition, and family support services to promote healthy development and school readiness.

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

- *Home-Based:* Infants and toddlers from birth to 3 years old and Pregnant women
- *Center-Based:* Infants and toddlers from birth to 3 years old

Once a child turns 3 years old, they may transition to the Head Start program.

NM PreK Program

The **New Mexico PreK-3Y** (NM PreK) program is a state-funded early childhood education initiative designed to support school readiness. It provides high-quality learning experiences in structured classroom settings, focusing on early literacy, math, social-emotional development, and motor skills.

What are the Ages of the Children Qualified to participate in the New Mexico PreK-3Y Program?

Children must be 3 years old by 12:00AM on September 1 of the current school year.

Childcare Program

El Grito del Bosque is funded by ECECD state subsidy childcare assistance and is a licensed Infant & Toddler Child Care Program designed to provide safe, nurturing, and developmentally appropriate care for children from 6 weeks through age 3. These programs support early learning and healthy development by focusing on:

- Building secure relationships with caregivers
- Encouraging exploration through play
- Supporting language, social-emotional, and motor skill development
- Ensuring children's health, safety, and well-being in a regulated environment

What Ages of Children Can Participate in Licensed Infant & Toddler Child Care?

Children from 6 weeks old up to 36 months (3 years) may be enrolled and must transition out to a preschool option at age 3.

These programs follow state licensing regulations to make sure classrooms have safe environments, appropriate group sizes, and trained staff who understand the unique needs of very young children.

Recruitment

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

Enrollment Procedures

We accept children and expectant mothers who meet ages previously listed for each program option, 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, on our website at elgritosc.org, and other locations throughout Grant County.



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: intellectual, language, social, emotional, and physical.

In keeping with the program's purpose, it is El Grito'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 with concrete objects. They need many firsthand experiences with real effects such as science experiments, construction, art projects, dramatic play, and 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 senses or 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 a key ingredient to learning. Interesting materials 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. Children become bored if activities are too easy and frustrated if activities are too difficult.

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 are encouraged.

Children Learn By Experimenting

El Grito Early Learning Center encourages children to enjoy their childhood with playful, interesting, and developmentally appropriate activities.

Children need freedom to experiment, explore, and make their own choices. Although El Grito Early Learning Center has high expectations of its students, it does not believe in pressuring students to perform beyond their developmental capabilities. Our curriculum does not sacrifice one area of development for another, such as academic skills over creativity. Our 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, large muscle 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.

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.

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.

ASQ Developmental Screening

The Ages & Stages Questionnaires (ASQ) are developmental screening tools used to help teachers and families understand a child's growth and development. ASQ helps identify strengths and areas where a child may need extra support, while also giving parents a clear picture of how their child is learning new skills. Teachers and parents work together to complete the ASQ and use the results to guide learning activities at school and at home.

ASQ for Infants & Toddlers (Birth-36 months)

Teachers and parents complete the ASQ at several points during the year. The Infant/Toddler ASQ looks at key areas of development, including:

- Communication (understanding and using sounds, gestures, and words)
- Gross Motor (large body movements like rolling, crawling, and walking)
- Fine Motor (using hands and fingers to grasp and explore)
- Problem Solving (thinking skills and play-based problem solving)
- Personal-Social (relationships, emotions, and independence)

The information from the ASQ helps teachers plan activities that match each child's abilities and support their next steps in development. Parents are encouraged to participate and share what they see at home.

ASQ for Age 3

When a child turns 3, teachers and families use the Preschool ASQ to continue tracking growth and readiness for preschool. This assessment focuses on:

- Communication (expanding vocabulary and conversation skills)
- Gross Motor (running, jumping, climbing, balance)
- Fine Motor (drawing, cutting, building)
- Problem Solving (understanding concepts, imagination, and early academics)
- Personal-Social (friendship skills, emotions, independence)

Results are used to set learning goals and plan activities in the classroom that build school readiness skills. Parents are important partners in this process, as they see their child's abilities in different settings.

Other Student Assessments

Besides Brigance, Creative Curriculum Assessments and ASQ Screenings, 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.

Science and Math

- 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: NM Essential Indicators, Head Start Early Learning Outcomes Framework & Teaching Strategies GOLD (TSG)

Physical Development, Health and Well-Being

E.I. #1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters. (Coordination and strength)
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.
TSG 4

E.I. #1.2: Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., “Duck, duck, goose”). (Spatial awareness)
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people
TSG 4, 5, 6

E.I. #2.1a: Develops manual coordination to use writing and crafting tools. (Fine motor tools)
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.
TSG 7a, 7b

E.I. #2.1b: Demonstrates self-help fine motor skills such as buttoning and zipping. (Self- help fine motor)
Goal P-PMP 4. Self-care skills.
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.
TSG 1c, 7a

Literacy

E.I. #5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions. (Follows directions)
Goal P-LC 1. Child attends to communication and language from others. Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others
TSG 8a, 8b

E.I. #6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences. (Conversational ability)
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
TSG 9a, 9b, 9c, 9d, 10a

E.I. #7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions or providing key details in literacy texts. (Reading comprehension)
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.
TSG 14a, 17a, 18a, 18b, 18c

E.I. #7.3a #7.3b: Shows an understanding of the basic concepts of print. (Concepts of print)
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
TSG 14a, 17a, 17b, 18b

E.I. #7.3b: Shows an understanding of the basic concepts of print. (Concepts of print)
Goal P-LIT2
TSG 14a, 17a, 17b, 18b

E.I. #7.4a: Recognizes and generates rhyming sounds in spoken language. (Rhyme)
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
TSG 9b, 15a, 15b

E.I. #7.4b: Demonstrates an understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)
Goal P-LIT 1.
TSG 9b, 15a, 15b, 15c

E.I. #7.5a: Shows an understanding of alphabetic knowledge. (Letter Naming)
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
TSG 16a, 17b

E.I. #7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills. (Letter-Sound Correspondence)
Goal P-LIT 3.
TSG 15d, 16a, 16b, 17b

E.I. #8.3: Understands how to apply the early stages of drawing and writing to convey meaning. (Writing)
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
TSG 19a, 19b

Mathematics

E.I. #9.1: Uses numbers and counting as means for solving problems and determining quantity. (One-to-one correspondence)

Goal P-MATH 2. Child recognizes the number of objects in a small set.

Goal P-MATH 3. Child understands the relationship between numbers and quantities.

Goal P-MATH 4. Child compares numbers.

Goal P-MATH 6. Child understand simple addition as adding to and understands subtraction as taking away from.

TSG 20a, 20b, 22c

E.I. #9.3a: Rote counts in sequence. (Rote counting)

Goal P-MATH 1. Child knows number names and the count sequence.

TSG 20a

E.I. #9.3b: Names and identifies written numerals. (Numerals)

Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

TSG 20b, 20c

E.I. #10.1: Recognizes, names, describes, compares, and creates familiar shapes. (Shape recognition)

Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.

Goal P-MATH 10. Child explores the positions of objects in space.

Goal P-MATH 8. Child measures objects (using standard and non-standard measurements.).

TSG 21b

E.I. #12.1: Sorts, classifies, and groups materials by one or more attributes. (Sorting)

Goal P-MATH 4. Child compares numbers.

Goal P-MATH 7. Child understands simple patterns.

Goal P-SCI 3. Child compares and categorizes observable phenomena

TSG 13, 22a, 23

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Aesthetic Creativity

E.I. #13.1: Communicates ideas and/or feelings through creative activities (e.g., making up a song, acting out a story, creating a piece of art work, or a set of movements). (Creativity)

Goal P-ATL 11. Child shows interest in and curiosity about the world around them.

Goal P-ATL 12. Child expresses creativity in thinking and communication.

Goal P-ATL 13. Child uses imagination in play and interactions with others.

Science Conceptual Understandings

E.I. #14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations. (Investigations)

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

Goal P-SCI 2. Child engages in scientific talk.

Goal P-SCI 3. Child compares and categorized observable phenomena.

TSG 11a, 11b, 11c, 11d

E.I. #14.3: Makes predictions and forms hypotheses. (Predictions)

Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.

Goal P-SCI 5. Child plans and conducts investigations and experiments.

Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

TSG 11c, 11d, 11e, 12a, 12b

Self, Family, and Community

E.I. #18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations). (Self-control)

Goal P-ATL 1. Child manages emotions with increasing independence.

Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.

Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.

Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.

Approaches to Learning

E.I. #24.2: Develops increasing independence during activities, routines, and play.

(Independence)

<p>Goal P-SE 8. Child manages emotions and increasing independence.</p> <p>Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p> <p>TSG 1a, 1b, 2b, 3a, 3b</p> <p>E.I. #19.1: Cares for personal and group possessions. (Cares for possessions)</p> <p>Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.</p> <p>Goal P-SE 11. Child has a sense of belonging to family, community, and other groups.</p> <p>TSG 1c</p> <p>E.I. #20.1: Plays and interacts with various children, sharing experiences and ideas with others. (Cooperative play)</p> <p>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</p> <p>Goal P-SE 4. Child engages in cooperative play with other children.</p> <p>Goal P-SE 7. Child expresses care and concern toward others.</p> <p>Goal P-SE 8.</p> <p>E.I. #20.2: Uses and accepts negotiations, compromise, and discussion to resolve conflicts. (Social problem solving)</p> <p>Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.</p> <p>Goal P-SE 4. Child engages in cooperative play with other children.</p> <p>Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.</p> <p>TSG 1a, 1b, 2b, 3a, 3b</p> <p>E.I. #21.2: Accepts guidance and direction from classroom and school personnel and seeks their support when needed. (Guidance and support).</p> <p>Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.</p> <p>Goal P-SE 1: Child engages in and maintains positive relationships and interactions with adults.</p> <p>Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p> <p>Goal P-SE 11. TSG 1</p>	<p>Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p> <p>Goal P-ATL 10. Child demonstrates initiative and independence.</p> <p>Goal P-ATL 11. Child shows interest in and curiosity about the world around them.</p> <p>Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self</p> <p>E.I. #25.3: Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences. (Role- plays)</p> <p>Goal P-ATL 12. Child expresses creativity in thinking and communication.</p> <p>Goal P-ATL 13. Child uses imagination in play and interactions with others.</p> <p>TSG 14b</p> <p>E.I. #27.1: Focuses and completes a variety of tasks, activities, projects, and experiences. (Focus)</p> <p>Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</p> <p>Goal P-ATL 7. Child persists in tasks.</p> <p>Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p> <p>Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p> <p>TSG 11a, 11b</p>
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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.

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.

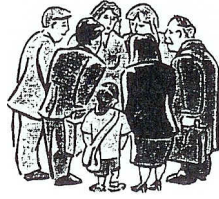
Continuous Absences

Failure to notify center staff of continual unexcused absences will result in dropping the child from the program. 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's, 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 through positive interactions. Children and staff work towards a solution together, if a problem occurs. These guidelines are used if there is any inappropriate behavior:

- Re-direction
- Verbal reminders
- Allow child to choose another activity
- Offer the safety corner
- Take child to do a quiet activity with adult
- When appropriate and only if the child has calmed down, explain to the child why their behavior is inappropriate. Assist the child in devising a better plan for handling the situation.
- Implement BRIGANCE strategies
- Use a Behavior Tracker
- Conduct meeting with parent, mental health provider, and teachers
- If inappropriate behavior patterns continue. A more specific plan for intervention will take place such as a Functional Assessment Plan followed with a Behavioral Intervention Plan.
- A child may not be removed permanently from the program under any circumstances.
- A child will be sent home for short term exclusion only in an emergency or after the above guidelines have been implemented.
- 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.
- **Approval must be obtained from the Executive Director or designee, if a child needs to be sent home.**

State Licensing Regulation Guidance Policy 8.9.4.24

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.
5. Children will not be lifted by the arms, hands, wrists, legs, feet, ankles, or clothing.

Behavior Support, Suspension, and Expulsion Policy

At El Grito Early Learning, we believe all children deserve a safe, supportive, and inclusive learning environment. We are committed to working closely with families to ensure every child has the opportunity to thrive in our program. That includes children who may need extra support with behavior.

No Expulsion Policy

We do **not expel** or unenroll children from our program because of their behavior. Instead, we take thoughtful and supportive steps to help children and families when serious or persistent behavior challenges arise.

Temporary Suspension – Used Only as a Last Resort

In rare cases, if a child's behavior creates a **serious safety concern** for themselves or others, a **temporary suspension** may be considered — but **only as a last resort**. Before any suspension happens, we will:

- Work with our **mental health consultant**
- Partner with you (the child's parent or guardian)
- Use all available **community resources**, like behavior coaches or specialists
- Look at every possible way to support your child without suspension

If suspension is absolutely necessary, it will be **temporary** and we will do everything we can to get your child safely back to full participation as soon as possible. During this time, we will:

- Stay in close contact with you and our mental health consultant
- Create a written plan that outlines support and next steps
- Offer support services such as home visits
- Consider if a referral to special education services (under IDEA) is needed

When Behavior Support is Needed

If your child has serious or ongoing behavior challenges, we will take all of the following steps to support your family and child:

- Partner with our **mental health consultant**
- Talk with you regularly and include you in decisions
- Meet with your child's teacher
- Explore if your child qualifies for services under **Section 504** of the Rehabilitation Act (for children with disabilities)
- If your child already has an **IFSP (Individualized Family Service Plan)** or **IEP (Individualized Education Program)**, we'll work closely with those providers to make sure your child gets the support they need
- If your child doesn't have an IFSP or IEP, and with your permission, we will work with the local public school or agency to find out if your child is eligible for special education services

If a Different Setting is Best

If, after trying **every available support** and documenting all efforts, we find—in **partnership with you** and other professionals—that our program is **not the safest or most appropriate setting** for your child, we will **not leave you on your own**. We will work directly with you and others to:

- Find a more suitable placement for your child
- Help make the transition as smooth and supportive as possible

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.

Toilet Learning Guidelines

At El Grito Inc. we do not deny children who are not fully using the bathroom independently.

We will adhere to the following guidelines:

“Toileting independence” or “toilet learning” is a skill that a child learns over time. It is a skill that takes practice, like climbing steps, using scissors, pouring milk, and other developmental skills. It’s different from “toilet training.” The main difference is that toileting independence is child directed, and toilet training is adult directed. Toilet training can raise stress for adults and children, lead to power struggles, and harm relationships.

Families and caregivers know how to help children recognize hunger, thirst, and other body signals. Helping children notice when they need to use the toilet also supports their health and well-being. It gives control to children, not adults. Toilet learning is about encouraging children to notice body signals by themselves, and then use the toilet.

Children with disabilities may require different approaches. Work with the child’s family and health care provider to support the child’s needs.

Learning how to use the toilet involves three things:

- **Process:** The child learns the skill over time.
- **Focus:** The adult encourages the child’s independent awareness of needing to use the toilet, rather than telling them when to go.
- **Goal:** The child responds to their body’s signals for when they need to pee and poop.

This resource offers ways that adults can support children who are learning to use the toilet independently. Understanding why preschool-age children struggle with toilet learning can help you better support them.

Feelings During Toilet Learning

Emotions can affect behavior. Adults who can respond sensitively to children’s feelings about using the toilet can better support their learning. Many children enjoy the comfort and familiarity of diapers and the freedom to pee or poop at any time. Moving from diapers to underwear can bring up feelings of loss of not being a baby anymore. Some children may be afraid of the toilet because of its sounds or the feeling of sitting over the toilet bowl.

Wearing underwear and using the toilet may be uncomfortable. And it can require the child to make more of an effort, which they may not like. Adults may have beliefs about how and when a child should learn to use the toilet based on their experiences and culture. If an adult expresses anger or disappointment when a child doesn’t use the toilet, the child may feel less safe in their relationship with that adult.

Children’s Temperaments

Temperament describes the way children approach and react to the world. It is an important part of social and emotional health. There are three general temperaments: flexible, fearful, and feisty. By understanding each child’s temperament, you can help them succeed in learning new skills.

There is not just one way to learn how to use the toilet. Children with different temperaments need different approaches.

Flexible

Flexible children react to changes well and are usually positive and easygoing about new experiences. Ways to support their toilet learning may include the following:

- **Consistent routine:** Follow a regular toileting schedule to reinforce new behavior.
- **Gentle reminders:** Gently encourage the child to pay attention to their body and notice signals.
- **Observations:** Describe the child’s actions, which will encourage ownership and pride. For example, tell them, “You listened to your body and went to the toilet when you needed to. You’re taking great care of your body.”

Fearful

Fearful children are slower to try new things. They are often reserved or cautious in new situations. Ways to support their toilet learning may include the following:

- **Gradual introduction:** Introduce new routines slowly and allow the child time to adjust.
- **Reassurance:** Reassure them often to build their confidence.
- **Consistent support:** Stick to a routine to help the child feel secure.

Feisty

Feisty children may be less adaptable and react strongly to changes or new situations. Ways to support their toilet learning may include the following:

- **Calm environment:** Create a calm and supportive environment to reduce stress and resistance.
- **Clear expectations:** Set clear and consistent expectations for toileting.
- **Patience and persistence:** Be patient and consistent and understand that progress may be slower than expected.

Ways to Support Toileting Independence

Use these strategies to create feelings of safety and well-being for children who are learning to use the toilet independently.

Offer emotional safety.

- Create a nurturing environment where children feel safe and valued.
- Be patient and understanding. Know that each child develops at their own pace.

Create a supportive learning environment.

- Set up a comfortable bathroom. Remove anything that makes the experience unpleasant.
- Allow children enough time to use the toilet.
- Have consistent routines adapted for children's individual needs.

Use positive language.

- Help children feel confident by using encouraging words as they learn new skills.
- Be aware of your tone and body language.
- Avoid negative language or actions that could embarrass or shame children.

Work gradually toward success.

- Think about toileting as you would any learning process and focus on developing skills slowly.
- Break down the process into steps and guide the child at each stage.
- Understand that becoming skilled takes time and is different for each child.
- Celebrate small successes and milestones.
- Offer direct help when needed. Slowly reduce support as the child becomes more confident.

Communicate with families.

- Ask families for information about their child's toileting habits and routines.
- Talk with families about using the same routines at home and at the program.

Fitting Toilet Learning into Routines

Include toilet learning every day in your other activities. It makes learning this skill less stressful, and it improves success. For example, talk about the importance of eating and drinking water during meals and snacks. You can tell children that their body will get rid of the food it doesn't need to grow. Use visual aids, such as a picture of a toilet, on your daily schedule to show bathroom breaks. But remember, children who are learning to use the toilet may have their own schedule at the beginning.

Other learning activities about toileting include:

- Read age-appropriate books about toileting and talk with children afterward. Ask questions like:
 - How did the character feel about using the toilet?
 - What did they do when they needed to go?
- Use songs and rhymes, such as a hand-washing song.
- Create puppet shows where characters recognize body signals and use the toilet.
- Set up an area to play with toy toilets and dolls so that children can practice toileting steps.

Services Provided to Head Start Children

Each Child Shall Receive:

Education Services

El Grito Early Learning Center provides an educational program designed to meet the individual needs of each child. Every child will be provided a variety of learning experiences that foster intellectual language, social, emotional and physical growth. (Please refer to “*Head Start Child Outcomes Framework*”, in additional information.)

In order to determine the child's present level of functioning as well as identifying strengths and areas to be improved, each child will be assessed with the following instruments: Brigance Screen and Curriculum Assessment.

Teachers will conduct 2 home visits and 2 conferences on each child. A transition conference will be held for children transitioning into Kindergarten. Home visits/Conferences are conducted so that teachers and parents can get acquainted and are able to 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

Special Services

- A comprehensive child developmental program is provided through the least restrictive environment.
- Individual Education Plan (IEP) meeting (Includes but is not limited to on-site Speech/Language Therapy, and/or Physical Therapy, and/or Occupational Therapy).
- Special needs bus transportation to and from Head Start for children who qualify for the Public School Developmentally Disabled Program.
- **Head Start cannot exclude a child receiving special needs services or children with behavioral problems.**

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 El Grito 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 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 are 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 will not 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 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 parents 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

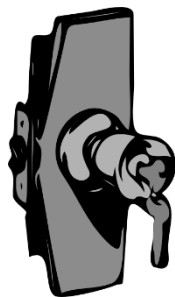
El Grito Early Learning Center accepts responsibility for keeping students entrusted to their care physically safe at all times. We conduct periodic practice drills to ensure the safety of our students, staff, and volunteers. On occasion due to short or long-term community emergencies or crisis' it is 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 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.

Main Center & 6th Street 2025-2026 School Calendar

Board Approved 5/13/25 – PC Approved 4/24/25

	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	2	3	4	5	6	9	10	11	12	S	16	17	18	19	20	23	24	25	26	27	S				
July		1	2	3	4	7	8	9	10	11	14	S	16	17	18	21	22	23	24	25	28	29	30	S	
August					1	4	5	6	7	8	👋	12	13	14	15	18	19	20	21	22	25	26	27	28	S
September	1	2	3	4	5	8	9	10	11	12	S	16	17	18	19	22	23	24	25	26	29	S			
October			1	2	3	6	7	8	9	10	13	14	S	16	17	20	21	22	23	24	27	28	29	30	S
November	3	4	5	6	7	10	11	12	13	S	17	18	19	20	21	24	25	26	27	S					
December	1	2	3	4	5	8	9	10	11	12	S	16	17	18	19	22	23	24	25	26	29	30	S		
January				1	2	5	6	7	8	9	12	13	14	S	16	19	20	21	22	23	26	27	28	29	S
February	2	3	4	5	★	9	10	11	12	S	16	17	18	19	20	23	24	25	26	S					
March	2	3	4	5	6	9	10	11	12	S	16	17	18	19	20	23	24	25	26	27	30	S			
April			1	2	3	6	7	8	9	10	13	14	S	16	17	20	21	22	23	24	27	28	29	S	
May					1	4	5	6	7	👋	11	12	13	14	S	18	19	🎓	21	🍎	25	26	27	28	S

Jun 19	Holiday-Juneteenth	Nov 24-28	No School - Thanksgiving Break	Mar 9-13	No School - Spring Break
Jul 1-4	Office Closed	Dec 22-Dec 31	No School - Winter Break	Apr 3-6	No School - Holiday
Jul 28	Staff First Day	Jan 1-2	No School - Winter Break	May 8	No School - P/T Conference
Aug 11	First Day of School	Jan 19	No School - MLK Jr Day	May 20	Last Day of School - Graduation
Sept 1	No School - Labor Day	Fed 6	No School - 2 nd Home Visit	May 22	Staff Last Day
Sept 26	No School P/T Conference	Feb 16	No School - Presidents	May 25	Holiday - Memorial Day

Staff First/Last Day
 1/2 Day 1:00 Dismissal
 Home Visits - No School
 Parent/Teacher Conference
 First/Last Day of School
 Holiday/Staff Inservice - No School
 Total Hours 1114

** Calendar may be subject to change


Cliff Site 2025-2026 School Calendar


Board Approved 5/13/25


PC Approved 7/21/25

Revised 7/31/25

June 2025						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
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22	23	24	25	26	27	28
29	30					

July 2025						
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27		29	30	31		

August 2025						
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24	25	26	27	28	29	30
31						


September 2025						
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28	29	30				

October 2025						
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November 2025						
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23	24	25	26	27	28	29
30						




December 2025						
Su	M	T	W	Th	F	S
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14	15	16	17	18	19	20
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28	29	30	31			





January 2026						
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11	12	13	14	15	16	17
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25	26	27	28	29	30	31


February 2026						
Su	M	T	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28


March 2026						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7		9
10	11	12	13	14	15	16
17	18	19		21		23
24	25	26	27	28	29	30
31						

-  P/T Conference
-  Staff First/Last Day
-  Children First/Last Day
-  2nd Home Visit

 Teachers off - No Planning Time

 Holiday - No School

School Starts at 7:45 a.m. and ends at 3:30 p.m.

Benny Trujillo Site (Santa Clara) 2025-2026 School Calendar

Board Approved 5/13/25

PC Approved 7/21/25

June 2025						
Su	M	T	W	Th	F	S
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						

July 2025						
Su	M	T	W	Th	F	S
		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						

August 2025						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			






January 2026						
Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28


March 2026						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				


April 2026						
Su	M	T	W	Th	F	S
			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	

May 2026						
Su	M	T	W	Th	F	S
					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						

-  P/T Conference
-  Staff First/Last Day
-  Children First/Last Day
-  2nd Home Visit
-  Timecards due

School Starts at 7:45 a.m. and ends at 3:30 p.m.
No School on Fridays except on 9/5

 Teachers off - No Planning Time

 Holiday - No School

Teacher Planning time 2 hrs on Fridays
TOTAL HRS 1139

El Grito Del Bosque Childcare Site 2025-2026 School Calendar

Board Approved 5/13/25 – PC Approved 4/24/25

	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	2	3	4	5	6	9	10	11	12	S	16	17	18	19	20	23	24	25	26	27	S				
July		1	2	3	4	7	8	9	10	11	14	S	16	17	18	21	22	23	24	25	28	29	30	S	
August					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	S
September	1	2	3	4	5	8	9	10	11	12	S	16	17	18	19	22	23	24	25	26	29	S			
October			1	2	3	6	7	8	9	10	13	14	S	16	17	20	21	22	23	24	27	28	29	30	S
November	3	4	5	6	7	10	11	12	13	S	17	18	19	20	21	24	25	26	27	S					
December	1	2	3	4	5	8	9	10	11	12	S	16	17	18	19	22	23	24	25	26	29	30	S		
January				1	2	5	6	7	8	9	12	13	14	S	16	19	20	21	22	23	26	27	28	29	S
February	2	3	4	5	6	9	10	11	12	S	16	17	18	19	20	23	24	25	26	S					
March	2	3	4	5	6	9	10	11	12	S	16	17	18	19	20	23	24	25	26	27	30	S			
April			1	2	3	6	7	8	9	10	13	14	S	16	17	20	21	22	23	24	27	28	29	S	
May					1	4	5	6	7	8	11	12	13	14	S	18	19	20	21	22	25	26	27	28	S

Jun 30- Center Closed
 Jul 4 No Services – Staff Training
 Sept 1 Holiday- Labor Day
 Oct 6-10 Fall Break
 Nov 26-28 No Services – Thanksgiving Break
 Dec 22-31 No Services – Winter Break

Jan 1-2 No Service – New Year’s Day
 Feb 16 Holiday – Presidents Day
 Mar 9-13 Spring Break
 Apr 3, 6 No Services – Spring Holiday
 May 25 Holiday – Memorial Day

Half-day dismissal will be at 12 p.m.
 Holiday/Staff In-service Center Closed
 Child Care Center operating hours 7:30 a.m. to 5:15 p.m.

El Grito Early Learning Center 2025-2026 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
Email: contact@elgritosc.org Website: www.elgritosc.org

TEACHERS & ASSISTANTS REPORT 8:00AM- 4:00PM (MAIN CENTER & 6TH STREET)
TEACHERS & ASSISTANTS REPORT 7:30AM-4:00PM (CLIFF & BENNY TRUJILLO)
CHILDCARE PROVIDER REPORTING HOURS VARY
HOME VISITORS REPORT 8:00 A.M. TO 4:00 P.M.

CHILDREN REPORT 8:05 A.M. TO 3:00 P.M. (MAIN CENTER & 6TH STREET)
CHILDREN REPORT 7:45 A.M. TO 3:30 P.M. (CLIFF & BENNY TRUJILLO)

MAIN CENTER
303 S. Cooper St., Silver City
CLASSROOMS 1, 2, 3, 4

SIXTH STREET ELEMENTARY
405 W. 6th St., Silver City
CLASSROOMS 5, 6

BENNY G. TRUJILLO
521 East St., Santa Clara
CLASSROOMS 9, 10, 11

CLIFF SCHOOL
622 NM-211, Cliff
CLASSROOM 8

EL GRITO DEL BOSQUE CHILDCARE CENTER
2609 CAMINO DEL BOSQUE, SILVER CITY
CHILDCARE & CENTER-BASED EARLY HEAD START

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