



Keres Children's Learning Center Parent Handbook

2019-2020 School Year

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SECTION 1

Introduction

Mission

KCLC strives to reclaim our children's education and honor our heritage by using a comprehensive cultural and academic curriculum to assist families in nurturing Keres-speaking, holistically healthy, community minded, and academically strong students.

Montessori Method and the Whole Pueblo Child

Maria Montessori (1870-1952) was a doctor and educator. She studied young children, scientifically observing their needs and tendencies at different stages of their development. She crafted an approach toward education based on meeting children's developmental needs and satisfying their developmental tendencies that they might fully realize their unique potentials.

We have found that Montessori is the instructional approach which is most compatible with Native teaching methods, and more importantly, which places equal emphasis on all aspects of development—the social, cultural, emotional, spiritual, physical self, and the intellectual as well. This emphasis on developing the whole child, we believe, will enable our children to succeed wherever they find themselves in the future.

The ways in which the Montessori method is compatible with Pueblo beliefs regarding teaching and learning are many. (See our web site for a chart that compares key features of the Montessori and Pueblo approaches with those of the current U.S. model of instruction.) Like the Pueblo approach, Montessori places the child at the center of the learning process and has teachers serving as facilitators and mentors. Children are free to choose when they will tackle specific tasks in learning, the materials they will use and how long they work on them. It also emphasizes children's innate love of order, and their desire to be involved in creating and maintaining order in their environment. The key to KCLC's decision to adopt the Montessori approach was its emphasis on the educational environment being organized to develop internal discipline, rather than being defined and imposed by the curriculum as is the case in the public schools. For Pueblo people, self-discipline and the desire for harmony between the self and the environment are essential values. In contrast to the public school approach in which the teacher maintains authoritarian control over learning, Montessori and Pueblo beliefs emphasize that children learn best when they are treated respectfully, and when their own motives and intentions are taken seriously.

The Montessori Method is also very compatible with the Native Language Immersion and Dual Language approaches used for promoting the Keres language at KCLC, allowing natural and organic ways for children to learn traditional as well as academic content in Keres.

Finally, like traditional Cochiti beliefs, Montessori places a strong emphasis on the inner preparation of the teacher as a guide, role model, and educational companion to the child.

The ultimate goal of Montessori is the well-balanced, responsible individual who can function both independently and collaboratively in any setting. The Pueblo goal is the respectful, responsible, spiritually and culturally grounded individual who not only survives, but thrives, in the traditional world of the Pueblo and in the world beyond it. For all these reasons, KCLC planners and founders believe that Montessori is entirely compatible with Pueblo teaching and learning philosophy and practices. Most importantly, it adds the important dimension of preparation for formal education, which all children must have, and it does so in ways that are respectful of the cultural and linguistic imperatives of Pueblo life.

Keres Children's Learning Center Leadership

Board of Directors

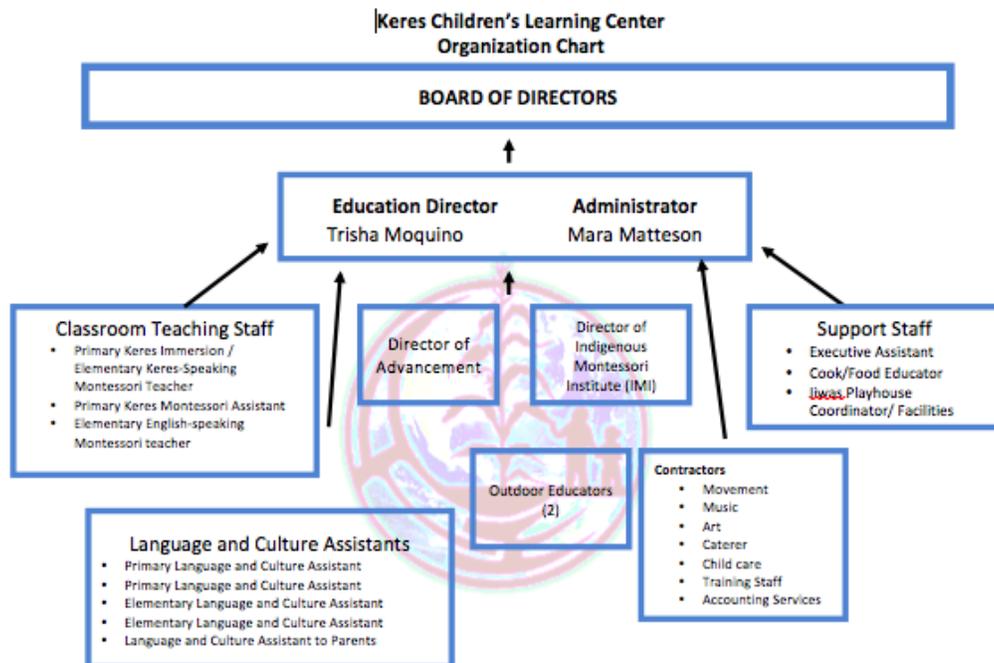
Keres Children's Learning Center is governed by a Board of Directors. The business of KCLC shall be managed by the Board of Directors. At all times, half the Board of Directors will be Cochiti Tribal members. At no time will parents or employees be members of the Board of Directors. Parent input can be given through the Parent Advisory council.

Board of Directors Members

Natasha Cuylear, Co-Chair	Tanesia R. Hale-Jones
Matthew Pecos, Co-Chair	Everett Herrera
Notah Begay III	Trisha Moquino
	Michele Suina

School Administration and Staff

<u>New Staff</u>	<u>Returning Staff</u>
Rolinda Chavez , Primary Guide	Maria Elena Arquero , Language and Culture Assistant
Jo Hird , Iiwias Playhouse Recreation Teacher	Marie Cordero , Executive Assistant
Kemara Williams , Iiwias Playhouse Coordinator	Tracey Cordero , Director, Indigenous Montessori Institute (IMI)
	Genevieve Garcia , Cook, Food Educator
	Mara Matteson , Administrator
	JoAnn Melchor , Director of Advancement
<u>On Special Assignment</u>	Trisha Moquino , Founder, Education Director, Keres-Speaking Montessori Teacher
Aka Chavez , attending the Indigenous Montessori Institute to do Primary training	Joseph Ulee Quintana , Language and Culture Assistant
Joelle Cordero , participating as Apprentice in Mentor-Apprentice program	Anita Suina , Language and Culture Assistant to Parents
	Bernard Suina , Outdoor Educator



SECTION 2

Educational Programs

The Cochiti people have always recognized that each individual who enters this world has a gift to share, “which is manifested through one’s contribution to the community” (Romero, 2004). To assist each child in beginning and nurturing the development of his/her potential “gift” and “contribution,” the Keres Children’s Learning Center employs the Montessori Method to provide its students learning opportunities in the following areas:

- ***Physical Development*** - development of gross/fine motor skills, culturally appropriate nutritional practices, and physical activities that are necessary for sound, healthy living;
- ***Spiritual Development*** — based on Keres ways of socializing and guiding children in their formative years of development, an essential aspect of this spiritual development is respect for *the child*;
- ***Social Development*** — based on Keres beliefs and practices that promote cooperative skills in social interactions, including respect *for others*. For instance, through the acquisition and development of appropriate pueblo manners and behaviors, children begin to learn their roles and responsibilities as family and community members.
- ***Intellectual Development*** — based on the intellectual traditions of Cochiti people, children will be provided challenging and developmentally appropriate opportunities to engage them in examining, exploring, and discovering their natural world within the context of Cochiti daily life.
- ***Emotional Development*** — based on two fundamental Keres principles of harmony (spirituality) and kinship (relationship with others), children will learn their dual roles as individual and community members through vital practices that emphasize cooperation and sharing. This emphasis reaffirms the individual child as an integral and important part of a community rather than focusing on an individualistic or competitive emphasis.
- ***Linguistic Development***— The Cochiti language is fundamental in the transmission of cultural knowledge and traditional values and the development of strong individual and community identities. Therefore, it will serve as the primary medium of instruction by which individual tribal members develop and maintain their relationships to family and community.
- ***Grace and Courtesy***- Respect is one of the most important values in Pueblo culture. Our Keres language has many sayings and behaviors that teach children the ways in which we show one another respect so as to live more harmoniously in our communities. KCLC honors these practices of grace and courtesy according to the traditional values and beliefs of Cochiti Pueblo.

KCLC supports traditional Cochiti life and values.

- KCLC reflects the principles, values, and beliefs of what it means to be a Cochiti person.
- KCLC supports the development of children’s identity as Cochiti members, fosters their citizenship in, and encourages their positive contribution to the community.
- KCLC’s board acknowledges the primacy of the community’s leadership, both spiritual and secular.
- KCLC strives to collaborate and be part of the Pueblo de Cochiti’s language revitalization efforts in order to maintain the continuity of the children’s language and cultural learning.
- The Traditional calendar guides the activities of KCLC.



3-6 Primary Classroom

The 3-6 classroom is called *Iiwas Katruth*, which means Children's House, in Keres. It is the name used by Maria Montessori to describe this revolutionary children's environment. Our Children's House is comprised of 2 full time fluent or near fluent Keres speaking Lead Montessori teachers, and one half-time language and culture teacher all together in a classroom comprised of children between the ages of 2.5 to early 6 years. This multi-age group is mostly native English speaking children (although their heritage language is Keres), with a Keres language continuum of barely fluent to very fluent.

The children are given all their lessons in Keres from the first day of school. The gentle, patient and child-driven approach of Montessori Education allows this to happen in a secure, comfortable and academically engaging setting. English is used very rarely (hardly at all), but most instances are to ensure clear communication of the classroom ground rules, for the safety of all children and to reassure a child in emotional distress. The areas of the classroom from which the child receives lessons in Keres over the three years include: Math, Geography, Sensorial, Language, Practical Life, Art and Science. Pre-literacy skills that will support the eventual learning of English Literacy are also learned.

Plane I—(Ages 0–6) Period of Formation

... During the second half of the First Plane of Development (3-6), a child needs a specially prepared environment where the child could be with a group of other children for a few hours every day. This environment will have everything scaled to child size so the child can become master of it and independent in it. The challenges that the child likes now are the ones that help him develop independence; he'll be attracted to them, they'll allow him to do things for himself.

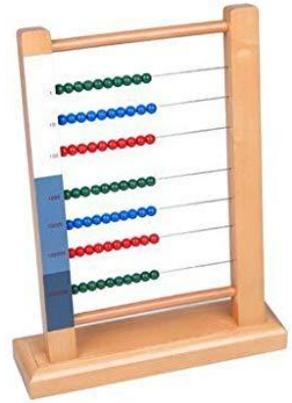
The child doesn't need the whole world during this period; only basic key experiences which will help him to explore the world. When the child has these opportunities, this period is characterized by:

- internal formation, which is not visible during the process but acted upon afterwards;
- sensitivities which cause intense spontaneous activity with first one and then another of his aspect of development; (Sensitive Periods: Language, Movement, Order, Refinement of Sensory Perceptions)
- development from an unconscious state to points of consciousness and self mastery (unconscious is something that we know, but we don't know that we know it; conscious is we know it, and we know that we know it)
- development from dependence to a level of independence, personal care, social ability
- learning sensorially from concrete experiences and constructing intelligence through activity and repetition;
- development of the will;
- the basis of the personality is formed: it includes a sense of security and a love for her environment and the people in it;
- adaptation to her cultural group;
- patience, calmness, an interest in good manners;
- satisfaction with facts which she can recognize and classify;
- love for beauty and order in her environment

First Plane child's motto: "Help me do it by myself."

6-12 Elementary Classroom

The primary focus of the Elementary classroom is to build upon (and maintain) the Keres language learned in the Language Immersion Primary Montessori classroom. The Elementary classroom is designed for children in the second plane of development, exposing them to what Montessori called *Cosmic Education*. Cultural values and beliefs continue to be embedded in the curriculum. The Elementary classroom is also a Dual Language classroom where children receive their instruction in Keres for 50% of the day and in English for 50% of the day. We use the Elementary Montessori curriculum and also create other materials to fit our own traditional calendar and the lessons our elders felt this age of children needed to know as well.



Plane II—(Ages 6–12) Characteristics—Acquisition of Culture

Education between the ages of six and twelve is not a direct continuation of that which has gone before, though to be built upon that basis. Psychologically there is a decided change in personality, and we recognize that nature has made this a person for the acquisition of culture, just as the former was for the absorption of environment. We are confronted with a considerable development of consciousness that has already taken place, but now that consciousness is thrown outwards with a special direction, intelligence being extroverted, and there is an unusual demand on the part of the child to know the reasons of things. Knowledge can best be given when there is an eagerness to learn, so this is the period when the seeds of everything can be sown, the child's mind being like a fertile field, ready to receive what will germinate into culture. (Montessori, Maria, 2000, *To Educate the Human Potential*, Oxford, England: Clio Press Ltd)

Second-plane characteristics

- Physical stamina
- Separation from family
- Group instinct (*gregario instincto*)
- Moral development
- Hero worship
- Developing imagination
- Developing intellect
- Developing power of abstraction
- Great work
- Developing sense of responsibility

Cosmic Education

- introduce the universe as the organizing principle; then follow with innumerable details
- from whole to details, back to the whole with more details
- organizing principle as they begin to explore the hows and whys
- children can place themselves in relation to all other things, living and nonliving
- brings awareness responsibility is involved
- creation of a more peaceful, harmonious world
- Montessori believed that children, if allowed to develop on the path they choose naturally, unobstructed, they would become beings far superior to us, capable of a better way of living and showing such to us.
- Cosmic Education pays attention to relationships between details. How does this affect that? Does that affect this in return?
- Dr. Montessori observed that Cosmic Education can lead to a more calm, satisfied human being. She observed that when children do the great works, find relationships, reach conclusions, they seem to be washed over by a sense of calm, a sense of repose.
- Cosmic Education fosters a deep reverence for humanity and all that humanity has achieved. Dr. Montessori included those heroes whose names we'll never know.
- Leads children to ask what *their* Cosmic Task is.

Second Plane child's motto: "Help me to think for myself, by myself."

SECTION 3

Admissions, Withdrawal, & Dismissal

ADMISSION

Primary

KCLC accepts applications for Primary admissions on a rolling basis. Enrollment in the Primary classroom is capped at 14 students. Children entering the Primary program must be at least 2½ years of age and toilet trained.

All new families interested in our program are required to submit an application. Upon acceptance, families have a personal interview with the KCLC designated staff to discuss a family's long-term commitment to the mission of KCLC, which includes language immersion Montessori education.

Elementary

Admission to the Elementary program for children exiting Primary will occur automatically after the student has completed the primary class.

KCLC Elementary accepts 1 new-to-KCLC child per school year. For reasons of language learning and Montessori pedagogical integrity, children must be age 6 or 7. For a student to be fully eligible for admission, parents are required to observe one elementary class, one parent seminar, and attend an interview with designated KCLC staff. The child is to be chosen by lottery on March 31 from a list of applicants who are eligible by March 30.

Additional Admission Information

Children with special needs will be admitted anytime space is available and when those needs can be met in a mixed-age Montessori setting with reasonable accommodations. At this time enrollment of students from outside Pueblo de Cochiti will not be considered. There is a process that must be followed with regard to any neighboring Keres-speaking tribes. The Cochiti Tribal Council has requested that Kewa Tribal Council understand the purpose of the school and give their full support to the school if children from their community are to attend.

WITHDRAWAL

To withdraw a student for any reason, parents must complete a Withdrawal form. This form will be kept with the student's record for reference.

DISMISSAL

A student may be dismissed as a last remedy for ongoing unresolvable behavior or continued lack of responsibility by the parents.

SECTION 4

Discipline & Behavior Management Policy

Philosophy of Discipline

Discipline is addressed in a respectful and appropriate manner that reflects Cochiti perspectives and Montessori theories. KCLC supports our students' development as whole, well-rounded, articulate, caring human beings. We prepare the classroom environments so that each child will feel safe, secure, and respected. When the child first becomes intensely absorbed in his or her work, he or she has taken the initial step toward genuine self-discipline. In the words of Maria Montessori, "A child who can control himself is free to learn."

Typically, Montessorians describe three levels of discipline.

- At the first level, discipline means that students obey the rules as the result of adult direction – if they don't obey certain hard and fast rules, then they can expect logical consequences, such as losing the privilege of freely using the classroom, the playground, or the materials.
- The second level occurs when students obey the rules out of love and respect for their parents or teachers.
- The third and final level – the level where inner discipline takes hold – occurs when students do things for the benefit of a higher good; in other words, they do something because it is the right thing to do for themselves and for others.

In an effort to help students internalize values about conduct and social interactions, KCLC promotes good decision-making habits. We also recognize that while the freedoms and unique structure of the Montessori classroom are suitable for many students, they do not serve all students. Sometimes other settings would be more helpful for the child or the school.

Behavior Management Policy

KCLC subscribes to the Montessori Philosophy of Education, which has a defined approach to discipline and behavior management. When students have positive, non-violent, and meaningful interactions with adults and other students, they develop a healthy self-concept, self-esteem, problem-solving abilities and self-discipline. Based on this belief and Pueblo philosophy and beliefs of how students learn and develop values, KCLC practices the following discipline and behavior policy:

We Do:	We Do Not:
<ul style="list-style-type: none">● Positively encourage the students● Reason with and set limits for the students● Model appropriate behavior for students● Modify the classroom environment to prevent problems before they occur● Listen to students● Provide alternatives for inappropriate behavior to students● Provide students with natural and logical consequences for their behaviors (positive and negative)● Treat the students as people and respect their needs, desires and feelings● Ignore minor misbehavior● Explain things to students at their level● Use short supervised periods of "time out"● Consistently apply our behavior management policy	<ul style="list-style-type: none">● Shame students in any form, manner, or fashion● Physically punish students● Deny food or rest as punishment● Relate discipline to eating, resting, or sleeping● Leave students alone● Place the students in locked rooms, closets, or boxes as punishment● Allow discipline of students by students● Criticize, make fun of, or belittle students' parents, families, or ethnic group

A Montessori classroom has a great deal of liberty yet maintains very firm classroom ground rules for the benefit of maintaining a quiet, peaceful environment conducive to students working both individually and in small groups. We strive to create a setting where the students function with a high level of self-discipline, critical thinking skills, respect for materials, and all other students and adults in the classroom. It is KCLC's hope that the students experience consistency in discipline between school and home life.

Both classrooms always have a chair in a certain place for students who require time away from others and/or materials. This time out approach is (short; 2-4 minutes) used after a child knowingly disobeys a ground rule and has already been reminded. A child is always given a choice to change his/her behavior and follow the ground rules after he/she has been in time out.

Aggressive or Serious Misbehavior

Behavior requiring immediate dismissal for the day includes

- intentionally hitting an adult;
- students who have made more than 2 attempts to bite during the school day
- behavior that is so severe that the staff determine has disrupted the entire classroom and the remaining students can no longer function in the classroom.
- Students who bite and break the skin

Should your student be dismissed, an authorized adult must pick up the child within the hour.

Should a student engage in ongoing disruptive behavior, the school staff and student's parent will engage in an outlined process for an ongoing behavior concern. More information on this process will be given when applicable or at the request of a parent.

Biting

Students may bite for a variety of reasons, and this behavior is not unexpected. Developmental issues such as sensory exploration and expression of feelings (such as frustration, tension, or over stimulating environments) can be contributory factors to the behavior. Intermittent biting will be handled in the following manner:

1. Students who have bitten will be redirected and will spend time in a time out
2. The student's parents will be notified
3. Staff will discuss strategies to support positive behavior

When observed, chronic biting behavior will be addressed and documented by staff. A conference with the family will be called to discuss classroom strategies and possible solutions.

When students enter the Keres Children's Learning Center, it is understood that both they and their parents agree to support all rules and positions of the school as outlined in this Parent Handbook. In situations involving repeated violations of school rules, or if at any time a student's influence is considered harmful, or his/her presence in the school is regarded as undesirable, the school reserves the right to require withdrawal.

<p>Rights of the Child</p> <ul style="list-style-type: none"> -To program the day (during the work period) and choose friends to work with -To work alone, with another, or in a small group -To repeat an activity as many times as she/he has a need to -Not to choose an activity, but to observe others instead -To ask and receive help from an adult -Not to join a group activity if she/he prefers without disturbing the group in session 	<p>Responsibilities of the Child</p> <ul style="list-style-type: none"> -To respect the rights of others -To respect the environment -To complete the cycle of activities he or she has chosen -To use problem solving skills to resolve conflict -To engage in purposeful constructive activity throughout the day
<p>Role of the Adult</p> <ul style="list-style-type: none"> -To respect the child -To prepare the environment -To give lessons to students -To act as an appropriate model for students -To observe the child at work -To reinforce the ground rules -To intervene if the child is disturbing, dangerous, or destructive to him or herself, or others -To mediate in problem solving, if required -To check in with one's spiritual, emotional self, in order to be able to assume the role as the guide of the children in a way that is free from one's own limitations 	

SECTION 5

Parent Commitments

The success of KCLC heavily relies on the ongoing parent commitment to meeting the various requirements that come with having an enrolled child. These various commitments to the school offer support of several types. Additionally, these parent commitments help to build and demonstrate parent leadership in all areas that the school strives to be successful. All KCLC parents must agree to perform the following:

- ❖ Full attendance and participation in parent seminar
- ❖ Remit monthly tuition in a timely manner
- ❖ Provide transportation to and from school for their student(s)
- ❖ Provide their student(s) with lunch on Mondays and Fridays
- ❖ Provide snack for their students' classroom on a rotating basis
- ❖ Adhere to school "dress code"
- ❖ Volunteer during the school year
- ❖ Attend all scheduled appointments with school staff including Parent Observation week and Parent-Teacher conferences
- ❖ Go on field trips
- ❖ Participate in semi-annual Community Retreat
- ❖ Participate in November 7–8 Symposium
- ❖ Lead/develop a project with other parents for presentation
- ❖ Be an ambassador for KCLC
- ❖ Participate in the community
- ❖ Speak Keres (as best you can) upon entering school facilities and at school events
- ❖ Avoid use of cell phones use within the school facilities
- ❖ Provide the school up-to-date records and contact information for your student

In an effort such as KCLC, where intergenerational transmission of language and learning is critical, inclusion of the entire family is crucial. Pueblo families are comprised of parents, grandparents, siblings, and other extended family members, and KCLC strongly encourages families to continue the students' language learning at home and in the wider community. The child who will benefit the most from enrollment at KCLC is the child whose parents are supportive of the Montessori Method and the Language Immersion Techniques.

Parent Seminars

The intention of Parent Seminar is to nurture and support KCLC parents in their learning and growing in the Montessori approach, leadership, and Cochiti Language and Culture. Because of the various levels of fluency among the parent group, KCLC aims to keep the Parent Seminar environment a safe and protected space. KCLC believes parents need to feel secure and vulnerable when working towards Keres fluency.

To best support and maintain a safe space, it is KCLC's policy that only KCLC parents may attend Parent Seminar. KCLC understands that, at times, it may prove difficult for parents to uphold this responsibility. In the event that a KCLC parent is unable to regularly attend the required Parent Seminars, the parent may carry out their learning of the four goals of Parent Seminar in another format as agreed to by the KCLC Administrator, Educational Director, and Parent.

The parent who is unable to regularly attend Parent Seminars must initiate a meeting with the KCLC Administrator and/or Education Director to make the request to carry out learning in another format. The parent will be responsible for proposing other options and must be able to explain how those options support the goals of Parent Seminar. The Administrator and Educational Director, in partnership with the parent, will outline parameters for successfully fulfilling Parent Seminar hours. The intention of this policy is for KCLC to be able accommodate parents during times of hardship, unforeseen circumstances, or in the event of

long-term scheduling conflicts. This is not intended to be used as an alternative for Parent Seminar for matters of convenience.

Parent Seminars typically occur on Monday evenings from 5:30 to 7:30 at KCLC.

2019–2020 Parent Seminars

Fall Semester		Spring Semester	
August 19 (6:00 Orientation)	November 7 (Symposium)	January 13	March 23
September 9	November 18	January 27	April 6
September 23	December 10	February 10	April 20
October 7	December 16	February 24	May 4
October 21		March 9	

Monthly Tuition

Parents are required to pay monthly tuition in the amount indicated in the table below. Tuition is due the first Tuesday of each month beginning the month of September. Tuition payments may be made in cash, check, or debit/credit. In the event that the school is closed on Tuition Tuesday, tuition will be due the day school resumes. Parents experiencing a hardship that may impact their ability to maintain current payments may request a special meeting with administrators to outline a plan for success in this area of parent commitment. While the absolute last option is to dismiss a student for lack of payment, it may be determined to be necessary.

Out of appreciation for and support of KCLC families, families with more than one child at KCLC pay tuition according to the following sliding scale:

- 100% tuition – first child
- 75% tuition –second child
- 50% tuition –third child
- 25% tuition –fourth child

Transportation, Drop-off, and Pick-up

Parents are responsible for providing transportation to and from school. It is expected that parents or designated caregivers will drop students off on time at the beginning of each day, speaking Keres to the best of their ability as the child is signed in. For the children’s benefit, we are eliminating the “drop-off period” we have had in previous years and instead asking that *all children be dropped off at 7:45*. We believe this will allow for smoother transitions around the morning routine.

Drop-off/Pick-up	Primary	Elementary
M–T–Th–F	7:45*–2:00	7:45*–3:00
Wednesday	7:45*–11:50	7:45*–11:50

Each parent or designated care giver is expected to pick up the child at the end of the day dismissal time. While dropping off and picking up students, we ask parents and care givers to be mindful of the Montessori philosophy *never to do for a child what the child can do for him/herself*. Plan to spend a little longer dropping off or picking up to give the child the freedom and independence to do for himself or herself.

Also at the time of drop-off and/or pick-up, KCLC asks parents to inform staff of any accidents that may have happened that might cause visible marks, cuts or bruises on the child, and KCLC will similarly inform parents and caregivers of the same.

Nutrition Principles

KCLC practices traditional Cochiti beliefs about food, food preparation, eating, serving, and exercise. Our traditional values support the healthy development of children in daily life. KCLC's food and nutrition policies are grounded in the following:

- KCLC believes it is important to train children's minds and palates through good nutrition and cooking experiences at school by preparing and tasting healthful alternatives to unhealthy foods.
- KCLC supports families in developing healthy eating habits.
- KCLC provides children authentic opportunities for movement and other physical activities that will help prevent future health problems such as diabetes, obesity, and coronary disease.

School Meals

A light breakfast will be served every morning, and a community lunch will be served on Tuesdays and Thursdays.

Packed Lunches (M, F)

Children are required to bring a healthy lunch on Mondays and Fridays. KCLC does not allow juice of any kind but has water available at all meal times. **Please note that due to early dismissal on Wednesdays, families elected to give children lunch after school dismisses.** KCLC adheres to our guiding principles regarding this food philosophy. We respectfully ask the parents to follow them as best they can. Obesity and diabetes is an alarming issue in our communities, and one of the ways we can curb it is to train our children's palates early to appreciate non-sugary and non-processed foods.

KCLC recommends the following lunch options: ***left overs, fruits, vegetables, nuts, pasta, beans, rice, cheese, tuna, hard boiled eggs, raisins, yogurt.*** (Be careful to read the labels; many yogurts these days contain high-fructose corn syrup.) Be attentive to portion sizes—children's stomachs are small. We do not want to waste food. We also strongly discourage processed foods (like chips, corn dogs, bologna, or anything containing high-fructose corn syrup or partially hydrogenated oils) because they contain unhealthy amounts of salt, sugar, and harmful ingredients. Remember: *If it comes in a package, it's likely processed.* Finally, primary and elementary children are capable of helping to pack their own lunches if parents support this with manageable systems at home.

KCLC has one small microwave, and children only have 30 minutes for lunch. To make lunchtime run more smoothly and give children sufficient time to eat, we encourage families to pack lunches that do not require microwaving, using insulated lunch boxes or thermoses if you want to send warm food. We cannot microwave anything in plastic due to toxins leeching from the plastic, so if you must send food requiring the microwave, it helps if you can send it in glass.

Snack

Parents are asked to provide snacks for their child's class periodically and when assigned by the teacher. All children participate in a morning snack. Part of children's practical life work is helping to prepare snacks for themselves and their classmates. The teacher will provide a list of snack assignments at the beginning of the year. Please drop off snacks before class starts.

Snack suggestions:

- Fruit (whole, dried, canned or cooked)
- Vegetables (raw or cooked)
- Whole grain crackers, saltines, rice cakes
- Nuts

Dress Code

KCLC asks that parents not allow their children to attend school in any clothing that may more easily spark English-dominant conversational topics between the students. We see that this is the case when students wear clothing with mainstream media cartoon characters or logos. Other than the restriction on cartoon characters and logos, KCLC does not have a formal dress code.

Iiwas Playhouse After School Program

KCLC offers an after-school program 4 days a week (M, T, Th, F) from 2:00–5:45 called “Iiwas Playhouse.” It is an option for families that wish to participate. It allows children to continue some of the learning that happens in the school-day program as well as language support and enriching activities that include outdoor recreation, book club, and participating in making healthy snacks and crafts. The per child cost of Iiwas Playhouse is \$110 per month per child, due on Tuition Tuesday.

Volunteering

Volunteerism enriches our school and adds educational value to all the students’ experiences. Each family is requested to volunteer regularly throughout the year. An ongoing list of volunteer tasks will be available for review by parents. Notices of needs will be placed next to the sign in/out sheet. Please share your time and talent with your child’s school. Providing snack counts toward these hours.

Scheduled Appointments with School

All parents are required to attend a Parent-Conference each semester as well as observe their student’s classroom once per semester. In addition to these two standard appointments, parents may be asked to attend other meetings related to their child’s learning and development. Staff will provide parents with advance notice of these events and offer flexible meeting times.

Speak Keres

KCLC kindly asks that all parents, to the best of their ability, speak Keres while within the school facilities and attending school events. The best behavior models to our students are their parents’ examples. It is KCLC’s hope that students and parents feel empowered and supported in speaking Keres. **KCLC takes an inter-generational approach to the revitalization of our language.** KCLC believes that when the whole family (parents, grandparents, great-grandparents, uncles, aunties) participates in supporting children in speaking Keres, the whole community benefits. Linguist Joshua Fishman states that a language is healthy when the language is spoken across the generations. Thus, the chances for Keres Language revitalization will be even more likely.

Be Present (Cell phone use)

While within KCLC school facilities, we ask that all parents and care givers refrain from using their cell phones. This includes during parent observation, gatherings, and parent seminar. Using the camera on one’s phone is acceptable if it is an appropriate time to take pictures.

Up-to-Date Information

Maintaining accurate student information is crucial to both the health and safety of all students. Parents are expected to inform school staff of changes to their student’s health and safety information as these changes occur. Parents may inform the school of these changes in two ways; in writing, addressed to their student’s teacher at any time during the school year, or at any in-person meeting with their student’s teacher. Changes in health and safety include but are not limited to:

- Change in parent and emergency contact information (phone numbers, mailing address, email, etc.)

- Change in student check out and pick up list
- Newly diagnosed medical condition
- Temporary and permanent health condition where the child's day to day needs change
- Need for medication during the school day
- Change in dietary restrictions including allergies
- Any new information that impacts the health and safety of a child

It is the intent of KCLC to build community among our parents and families so that we work together as a team within our educational setting. We expect that parents and families will interact with each other according to our traditional values and beliefs, remembering that we are all in this together and that we are doing this for *Iiwas Katrutsini* (for the sake of the students). We also expect that as adults, we will all do our best to keep an overall positive attitude, with respect at the core of all of our interactions.

SECTION 6 Healthy & Safety

HEALTH

Medical and Immunization Records

Upon enrollment, KCLC requires each child to have on file a medical form signed by a Primary Care Doctor or MD, DO, NP, PA as well as a current immunization record.

Un-Immunized Student Acceptance Policy

KCLC acknowledges the beliefs that there are both advantages and disadvantages to child vaccinations. KCLC intends to be inclusive of non-immunized children while also ensuring the health and wellbeing of its entire student population. As such, KCLC accepts un-immunization children only under the following conditions:

1. All general admission requirements are met as outlined in the Admission section of the parent handbook,
2. At the time of registration, parents must submit an *exempt from immunization* form with the completed application. Based on what the parents submit an exemption will be categorized as either, medical, religious, or philosophical.
 - a. An exemption will be considered *medical* if parents submit a written document from the child's primary care doctor indicating that age-appropriate vaccinations are medically inappropriate,
 - b. An exemption will be considered *religious* if parents submit a letter from their religious leader indicating that the family is a member of the religion and that child vaccinations are prohibited by religious principles,
 - c. An exemption will be considered *philosophical* if parents submit a letter stating that the practice of vaccinating their child(ren) goes against their personal beliefs/philosophy.
3. Acceptance of Un-immunized children will be prioritized in the following order:
 - a. Medical Exemptions
 - b. Religious Exemptions
 - c. Philosophical Exemption
4. KCLC requires that 95% of its student population be immunized. Therefore, KCLC will admit, per the above prioritization process, as many un-immunized students as 5% of the student population allows per school year.

In summary, Un-immunized students will be admitted according to the prioritization process, to KCLC when 95% of the student population is immunized and all general admission requirements have been met.

The signed medical form and current immunization record or exemption forms are required to be on file before the child's first day of school.

Emergency Contact & Pick Up Authorization

KCLC requires that each child have an emergency contact sheet on file on the first day of school. No child may attend KCLC if the contact sheet is not completed and on file. Please list all persons who may pick up your child from the school. **You may change these names at any time in writing.** Please inform all the people who are listed on the form that they may be asked to show picture identification when they come to the school to pick up your child.

Illness

If a child exhibits any symptoms of the following illnesses (listed in the chart below), a parent or emergency contact will be notified to make arrangements to take the child out of school. We will do the best we can to needlessly prevent sending a child home; however, there may be instances where symptoms arise that concern us and require us to request that you seek medical advice.

We realize that it may be inconvenient to have a sick child at home, but it also would be extremely unfair to the sick child, to the other students, and the staff to do anything less. Please have a back-up system in place at all times.

Students who become sick while at KCLC will be isolated one-on-one with a staff member. The parent will need to pick up the child promptly. The Office will call the parents/guardians to pick up the child within the hour. If the parent cannot be reached, then the emergency contact person listed for the child will be called.

If your child has a contagious illness or infection, you must call the school as soon as possible and inform the Administration so that parents of other students in your child’s class can be notified. We will of course keep the name anonymous and only state the illness.

Please note there are CPR and First Aid certified staff members present in the school at all times.

When to Stay Home

Please keep your child at home if s/he shows one or more of the following symptoms. Chances are s/he is not healthy enough to attend school if there is:

- an internal body temperature (non-medicated) of 100 degrees and/or rising
- deep coughing
- a listless and/or ‘droopy’ feeling
- an upset stomach
- vomiting or diarrhea
- an undetermined rash (or any other undetermined skin condition)
- an undetermined swelling of any body parts
- when you are on the fence if s/he is well enough to come or not

Returning to School after an Illness

The following table lists common illnesses that occur in child care centers and schools. Your child may not return to KCLC until they meet the criteria listed in this table.

Illness	When a child may return to school:
Head Lice	A child must be louse and nit free. Parents need to continue checking the child to verify the condition is under control.
Fever	A child has been fever-free for at least 24 hours without the use of fever-reducing medicine
Influenza (the ‘flu’)	A child has been fever-free for at least 24 hours without the use of fever-reducing medicine
Upper respiratory tract infection	A child’s time at home depends upon the severity of the illness and physician’s instructions. In the case of the common cold symptoms (runny nose, coughing), it is advisable to keep the child home until the acute state subsides, usually one or two days
Vomiting	24 hours after the last episode
Diarrhea	24 hours after the last episode
Strep Throat	The child has been on medication for at least 24 hours
Conjunctivitis (pink eye)	The child has been on medication for at least 24 hours and there is no more “sand” around the area of the infected eye
Chicken Pox	A child must remain home for seven to eight days from the onset of blisters or two days after the last blisters have scabbed over. Incubation averages from 13 to 17 days
Undiagnosed Rash/Skin Condition	A child has received treatment and is deemed not contagious by a licensed health professional.
Croup	Depending on the severity of the case, the child may return to school when the deep, “barking” cough has subsided
Scarlet Fever	After antibiotic treatment has rendered the child completely recovered
Impetigo	After treatment has rendered the condition no longer contagious. The doctor may allow the child to return to school if the area is treated and covered
Ringworm/pinworm	After proper treatment

SAFETY

Abuse and Neglect

KCLC Staff are required by law to report to the Bureau of Indian Affairs and/or the Federal Bureau of Investigation any reasonable suspicion of child abuse or neglect upon observation of a child being subjected to circumstances or conditions that could reasonably result in abuse or neglect.

Severe Weather Policy/Emergency School Closure

The teachers determine when the bad weather day plan is in effect. By 6:30 a.m., any changes to the day's schedule due to severe weather (or other emergency) will be announced/posted using some or all of the following methods:

1. Group text
2. KCLC website: www.kclcmontessori.org
3. KCLC social media sites

We encourage all families to make their own decisions involving driving in severe weather conditions. Staying home is often the safest choice.

For severe weather beginning while the students are already at school, we will post frequent updates on the website (and our voicemail) depending on the severity of the situation.

In addition, KCLC will suspend daily functions when the school administration deems it necessary for cultural days and/or safety reasons and/or upon the request of the tribal council.

If parents are required to pick up their students early, we will contact the parents by calling each parent or other designated emergency contact person individually. No child will be allowed to leave with another parent unless they are on the authorized pick up list for that child.

SECTION 7 Miscellaneous Information

Napping

Students 4 years old and younger take a nap every day. Please ensure that your children have a crib sheet, a small pillow, and light blanket here at school.

Field Trips

Field trips are an exciting part of a child's life at school. We choose destinations that provide the students with a safe and educational experience. Trips can include visiting farms, museums, and other educational venues. When riding in cars, all students must use car seats and/or safety belts, and parents are responsible for providing car seats when possible.

To participate in field trips, students must have a signed *Field Trip Authorization Form* and fees (if needed) turned in to the classroom teachers prior to the trip. Parent participation is essential for these trips. All parents who agree to drive for field trips must have vehicles that have current registration and adequate insurance. Each driver will have to sign a document saying their vehicle is in good condition, has current registration and insurance.

Birthdays

Birthdays will be celebrated using the Montessori approach and keeping in mind the words we use in our Keres Language to encourage growth and well-being. We understand birthdays are a special time for families and ask that if you would like your child's classmates to share in that please let us know ahead of time. Please remember to keep in mind that any shared foods should be as healthy as we can possibly make them. With that said, birthdays are an opportunity for a treat, and it is ok to bring a cake or cupcakes.

Celebrations & Holidays

Keres Children's Learning Center follows the traditional Pueblo calendar, which revolves around the seasons. KCLC also celebrates most national holidays. We want our students to understand and be proud of their place in the world as defined by their family, our Pueblo culture, and our Cochiti religion. However, in the spirit of traditional Pueblo culture and Montessori philosophy (see bulleted items below) holidays that emphasize materialism, gifts, sweets, or traditions outside Pueblo culture will be minimized.

- It is appropriate and acceptable to study religious and cultural events from a historical and geographical perspective.
- Art and music should complement the cultural celebrations being promoted in the classroom.
- Child-initiated activities and discussions are always supported and encouraged.
- It is the goal of the school to allow every child to express and be proud of his/her family traditions, culture, and religion.

School Communication

KCLC will primarily communicate with parents through the use of a weekly memo handed out and sent via text at the beginning of each week of school. Parents will also receive a yearlong calendar of planned school events or days outside the classroom. School staff may use pick up and drop off time to inform parents of school events or information related to their child(ren). KCLC will also post information to the school website and social media sites; however, these are a secondary means of communicating with parents. In instances where KCLC needs to send out immediate information and/or needs feedback, we will send a text message to a parent/or all parents when necessary. In addition to weekly memos, parents will receive priority information during Parent Seminar. School staff will reach out to all parents using the contact information the school has on file.

SECTION 8

Thank You

Thank you for choosing the Keres Children's Learning Center. We understand that having your child enrolled at KCLC requires a deep commitment from families. KCLC strives to provide your child with a rigorous, quality education in a setting that aligns to the values and principles that you already teach in your home. KCLC believes it is your right as parents to have your child's educational instruction in Keres, ensuring that the Keres language seed you planted in your child continues to be cultivated through all areas of learning. Our hope for your child's future is that he or she is healthy, loving, responsible, academically strong, and a fluent Keres-speaking adult. KCLC hopes that its curriculum, which is rooted in the Montessori Method and Cochiti language and culture, contributes to the future you see for your child.

KCLC appreciates your continued time, effort, and energy. *We are grateful for your children.*

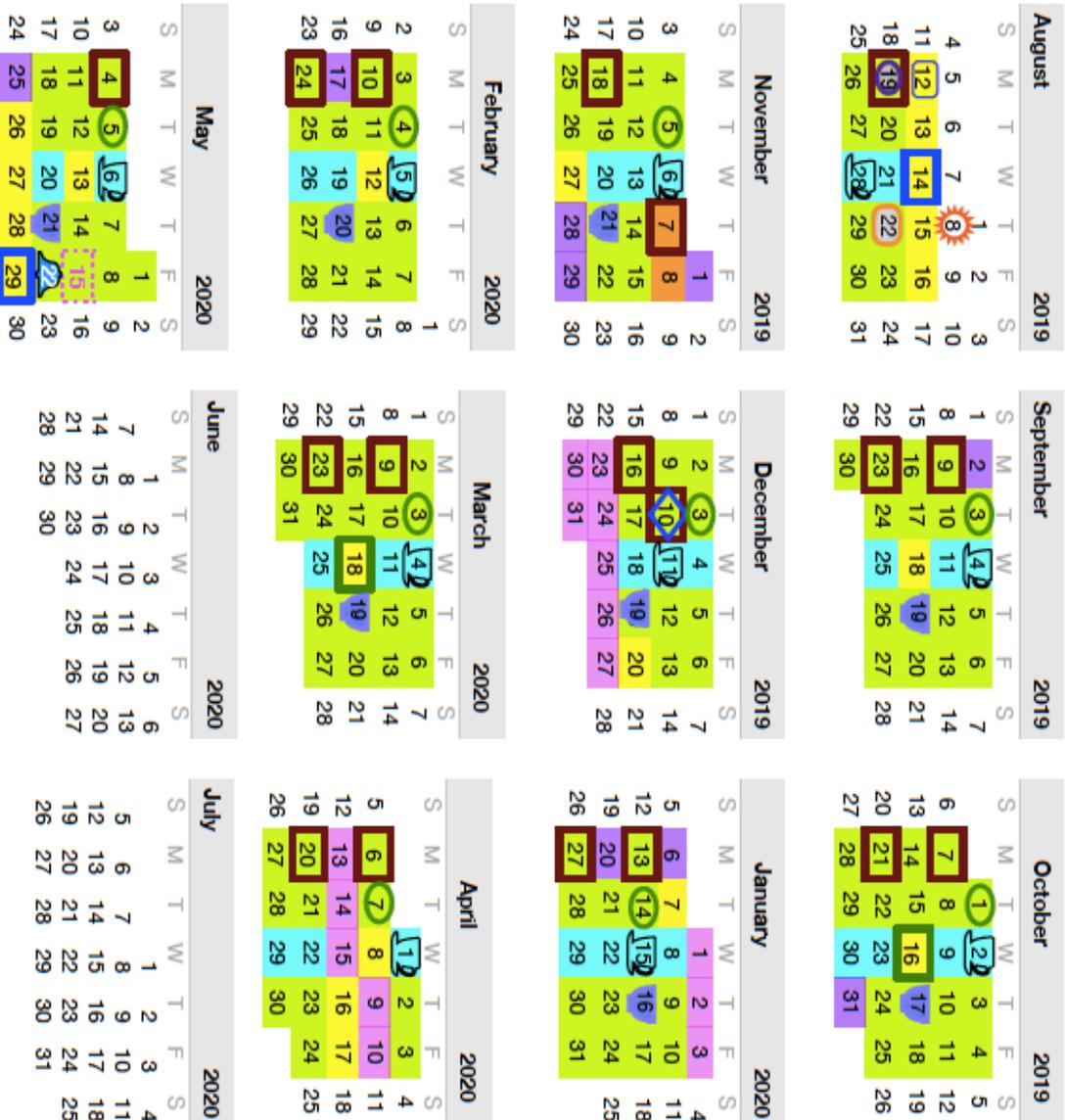


KCLC Yearlong Map for Whole Group Lessons 2019-2020

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Yearlong Theme: Seasons Red= year long theme, blue=traditional calendar, green=traditional story			
WEEK OF:			
[Primary Only] August 15 Summer (word) Hot/No clouds(phrase)	October 17 Fall-Corn Husking, Pumpkin November 1 st	January 9 Ice on the river Cultural Activities-Winter Dance	March 5 Spring-It's getting warm again Wild Parsley-Time to pick
August 22 Sun is hot/strong (phrases) It's raining (phrase) People planted this summer	October 24 Fall-It's cold, the leaves have fallen, store food for winter Community/Pueblo Hunt	January 16 Winter-Plants are sleeping; winter birds are around Cultural Activities-Winter Dance	March 12 Spring-Blossoming, Leaves/Plants coming back Corn Dance-Prayer for Rain
August 29 Change from Summer to Fall We are going into Fall Mushrooms (small) -Big Mushroom (difference in -how gathered, i.e. kill it?)	October 31 Going from Fall to Winter Cultural Activities	January 23 Winter- words for snow (it is snowing; there is snow on the ground)	March 19 People will start planting Wild Spinach-Word Easter-Story
September 5 Fall-Changing over Harvest-Things are ripening Picking, We will eat good	November 7 It's getting colder; change what you are wearing WINTER PLAY Deer hunting (in blue)	January 30 Winter Foods-Jerky, Atole; Winter Dances	March 26 Spring-Starts to Rain; gets green Easter- Story
September 12 Fall-Leaves Changing (different colors) Laguna Feast Day	November 14 WINTER PLAY Fall Review	February 6 Winter-words for building fires, wood stove Winter Dances	April 2 Spring-Migratory Birds...(Geese-Why do they migrate (Ulee's story)
September 19 Fall-It's getting colder Pinon picking Flowers die Cultural Activities (SEVERAL)	November 21 Winter Play	February 13 Winter-snow melts, signs of spring Winter Dances	April 23rd Spring-Migratory Birds...(Geese-Why do they migrate (Ulee's story)
September 26 Fall-Leaves are falling It starts to frost	November 28 WINTER PLAY Winter (word) It is winter, and it will be snowing soon Time to practice singing for Christmas Dances	February 20 Winter Review Spring Dance	May 7 windy San Felipe Feast Day May 3rd
October 3 Fall-Days are getting shorter Animals Migrate Cultural Activities (SEVERAL) Going For Wood	December 5 Winter-It will be cold now; starts to snow Time to practice singing for Christmas Dances	February 27 Spring-Word Spring Dance	May 14 Play about the seasons
October 10 Fall-Days are getting shorter Animals Hibernate Cultural Activities (SEVERAL)	December 12 Winter-sliding, playing in the snow New Year, Reyes Feast, New Leadership		May 21st Weeds come out
	December 19 Winter-Bare Trees New Year Cultural Activity		



Keres Children's Learning Center 2019-2020 School Calendar



DATE	DESCRIPTION
8	KCLC Open House
8/19	NEW children start
8/22	RETURNING children start Iiwas Playhouse Begins
8/19	6:00 Parent Orientation
	Children full day
	Children 1/2-day—11:50 pick up
	Staff Inservice—no children
	Parent Seminar
	Holiday—No school
10/16	Fall Parent-Teacher Conferences
2/18/19	Spring Parent-Teacher Conferences
	Tuition Tuesday
	Lunch with Elders at KCLC
11/7-11/8	Symposium—Children attend Intergenerational Breakfasts
12/10	Winter Play
	Winter/Spring BREAK
5/19	End-of-School Family Picnic
5/22	Last Day for Children
8/12	New staff start
8/14 & 5/29	Staff start and end day