Portland Public Schools • Head Start Centers

Applegate
7650 N Commercial St, 97217
503-916-6294
Fax 503-916-2131

Grout
3119 SE Holgate St, 97202
503-916-6711
Fax 503-916-2771

Sacajawea
4800 NE 74th Ave, 97218
503-916-5724
Fax 503-916-2670

Clarendon Early Learning Academy
9325 N Van Houten Ave, 97203
503-916-6269
Fax 503-916-2861

Jason Lee
2222 NE 92nd Ave, 97220
503-916-3170

Sitton
9930 N Smith St, 97203
503-916-3043
Fax 503-916-2673

Creston Annex
4620 SE Powell Blvd, 97206
503-916-6219
Fax 503-916-2622

Kelly Center
9015 SE Rural St, 97266
503-916-5774
Fax 503-916-2781

Whitman
7326 SE Flavel St, 97206
503-916-3010
Fax 503-916-3348

Portland Public Schools Head Start Centers

Portland Public Schools Head Start Administrators (503-916-5724)

Director — Eileen Isham
Co-Director — Robert Cantwell
Education Supervisors — Nalota Herms, Jason Roepel
Family Services Manager — Carol Lowry

Health Consultants — Jean Borgerding, Dea Tran
Mental Health Manager — Katie McNeil
Inclusion Manager — Susan Fodell

Portland Public Schools Head Start Mission

“The mission of PPS Head Start is to prepare young children for successful transitions to kindergarten and beyond by building social competence and developing school readiness skills. We will accomplish this by enhancing each child’s growth and development, both physically and emotionally. We will provide families and children with educational, health and nutritional services, linking them to needed community services. We will ensure that all parents have opportunities for involvement in their child’s education and program decision making.”

Program Goal 1: PPS Head Start will ensure that all children are ready for success in kindergarten and beyond.
Program Goal 2: PPS Head Start will have strong communication systems throughout our organization.
Program Goal 3: PPS Head Start will ensure that the diversity of every child, family and staff member is valued and reflected in all program actions and decisions.
Portland Public Schools Head Start

Education Services
Head Start is a comprehensive educational program, which focuses on the whole child. We believe that you, the parent, are your child’s first and most significant teacher. So we want to work with you through the year in helping your child learn and grow. We plan developmentally appropriate curriculum in the area of literacy, language, math, science, creative arts, self-help skills, and most importantly social-emotional skills (how to get along with others). Our goal is overall social competence. This means being ready for school and life academically, physically and emotionally. This is a very exciting time in your child’s growth and development and we will do everything we can to help them succeed and be happy.

Mental Health
A Mental Health Consultant is assigned to each classroom and visits that classroom approximately four times per month. The Mental Health Consultant acts as a resource for teachers, children, and parents. With regular visits to the classroom, the Mental Health Consultant helps teachers develop strategies for addressing the needs of children in the classroom. The Mental Health Consultant helps answer questions about child development or concern about their children, and parenting classes are also provided. The Mental Health Consultant can assist parents in accessing mental health services in the community.

Dual Language Learner Services (DLL)
Head Start is committed to meeting the needs of every family, including those who speak languages other than English. Families are supported by experienced DLL Teachers and DLL Assistant Teachers who work with children in classrooms, on home visits, and during Head Start events, and by Family Service Workers who speak Chinese, Spanish, and Vietnamese.

Nutrition Services
During their Head Start day, children eat two nutritious meals. Meals are served family style, with children eating and talking with their friends and teachers, and helping with mealtime set up and clean up routines. Children also learn about nutrition, and have the opportunity to make and try healthy snacks. Children also learn about dental health and practice tooth brushing daily. Our Dietitian works with PPS to insure nutritionally balanced meals and snacks. If your child has food allergies we must be notified using a special USDA form you can get from your teacher or Family Service Worker.
Family Services
Every Head Start family will be connected with a Family Service Worker (FSW) at their child’s site. Your FSW is a wonderful resource for you as a parent. They can assist with accessing resources in the community, problem-solve meeting immediate needs for basic services, and help you in achieving goals that you want to reach for yourself and your family. Your FSW will meet with you two times during the school year for home visits. These home visits are opportunities to share helpful parenting information and provide an opportunity to create a Parent Partnership that highlights strengths and goals for your family.

Student Support Services
Head Start is an inclusive environment for children who experience disability. Working together, teachers, support specialists and parents facilitate and maximize the child’s full participation in classroom experiences and interactions. Although many children come into our program with identified disabilities, we screen all children for developmental, sensory, and behavioral concerns. The screening process identifies children who may need assessments that are more formal in order to receive the benefit of specialized interventions. You will be informed of all screening results and will be advised of options for additional screening assessments.

Health Services
We know healthy children learn best. Here are ways we support your child’s overall health and development:

- Screenings: To support your child’s overall health and development, we complete height, weight, and vision screenings. We also provide dental screenings with fluoride varnish. We will conduct a hearing screening for your child if one has not been completed by your child’s doctor.

- Medication: If your child needs medication at school, we follow State law. Please talk to your child’s teachers about the process.

- Health history: The Health History form completed by families at enrollment lets us know about your child’s health.

- Safety: We work together for the health and safety of your child while at Head Start. We have registered nurses who are happy to talk with you about any health concerns you may have for your child.

Policy Council
The Head Start Parent Policy Council is a parent committee made up of parent/family representatives from each classroom in the program. From the representatives, a Chairperson, Secretary, Treasurer, and State Representative are elected. The Policy Council meets on the second Tuesday of the month. Dinner and childcare are provided starting at 5:15 pm, the meeting starts at 5:45 pm. The purpose of the Parent Policy Council is to help make policy decisions regarding different aspects of the program. They are involved in reviewing and approving our grant applications, creating goals for the program and serve as links to parents at each site. Policy Council Representatives will be elected at Open House.

Civil Rights
Portland Public Schools recognizes the diversity and worth of all individuals and groups in society. All individuals and groups shall be treated with fairness in activities, program and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. If you believe you have been discriminated against for the above reasons contact a Head Start employee for information including complaint procedures.
Attendance Policy
It is very important for children to attend class every school day each week in order to benefit from the Head Start program. If your child must miss class, please call the center that day and let the teacher know the reason for your child’s absence.

Child Abuse Reporting
The safety and well-being of children is a priority for all of us. All PPS Head Start employees are mandated reporters of abuse and neglect to children and are required by law to report suspected cases of abuse to the appropriate authorities. We offer parenting classes and resources to support parents feeling overwhelmed by parenting issues or who are involved in domestic violence situations.

Discipline Policy—Guidance
It is our goal to ensure a safe positive leaning environment for all children. The following guidance techniques will be used in the classroom:
- Clear limits will be set
- Appropriate behavior will be modeled
- Inappropriate behavior will be redirected
- Staff and families will work together to solve unique problems

Food
The classroom will meet the child’s nutritional needs for the day by providing two meals in our part day classrooms and three in our full day classrooms. Please do not send candy, gum or other snacks with your child. Menus will be posted in each classroom.

Tobacco Policy
Per PPS Head Start Policy, Portland Public School grounds must be tobacco free.

Head Lice
Per PPS policy, children with lice will be sent home and must be lice-free to attend school. Please talk to your FSW if you have questions or need help.

Inclement Weather
On days that the weather is bad and the schools might be closed, there are numerous way to get information. Local television and radio stations announce late openings or closures.

PPS communicates to families in these ways:
- Text messages: Opt in to School Messenger by texting YES to 68453
- Alert pod on www.pps.net and all school websites
- Twitter: @PPSConnect
- Facebook: www.facebook.com/pps.homepage
- Phone: Auto-dialer calls in supported languages

Medical Emergencies
In the event of a medical emergency, 911 will be called and the parents will be notified. If your child has a minor injury at school, first aid is given and parents are notified. You must sign a medical release authorization form when you enroll your child.

Medications
We follow State law regarding medication in the classroom. A written medication authorization signed by the parent and a properly labeled medication with the physician instruction on the prescription label is required.

Cell Phones
If you are volunteering in the classroom or a field trip please do not use your cell phone.

Please Do Not Send an Ill Child to School
If your child is ill, has a rash, diarrhea, vomiting, or his/her fever is 100.5° please keep them home. Contact your health care provider for advice.
Head Start Student Management/Discipline Plan

PHILOSOPHY
It is Head Start’s goal to ensure a safe, positive learning environment for all children. Positive classroom climate contributes to positive behavior. Head Start’s discipline approach consists of five basic components:

- High expectations for student behavior that are age appropriate;
- Supportive, secure relationships with adults;
- Clear, understandable, and predictable routines;
- Instruction focused on developing skills for self-regulation and dealing with intense feelings;
- Consistent response to student behavior.

In support of this philosophy and to ensure a safe and positive classroom environment, teachers will design and implement Positive Behavioral Interventions & Supports (PBIS), Tier 1 strategies that set clear limits, model appropriate behavior, redirect inappropriate behavior, and work with families to solve unique problems.

All discipline procedures will adhere to Head Start guidelines and Portland Public Schools policies. Teachers will teach expectations and routines that support students in ways to Be Safe, Be Friendly, and Be Ready to Learn. These expectations and routines will be retaught throughout the year.

Parents will be informed of classroom expectations and routines. They will be engaged as partners in developing additional supports as needed.

DISCIPLINE PROCEDURES
- Teachers use the Head Start Expectations (see above) to develop the routines and expectations for their Classroom Management Plan.
- Re-teaching of these routines and expectations will occur throughout the year, especially after students have been out of school for an extended time (winter and spring breaks). Consistent review and re-teaching will support students in their learning and understanding of these expectations.
- Behavioral interventions have been developed by the staff which are consistent, progressive and follow the guidelines established by Head Start and PPS policies. The focus of these interventions is to help the student learn to self-regulate and demonstrate safe, respectful and responsible behaviors. It is always desirable for a student to learn from their mistakes.

If a student’s challenging behavior becomes chronic (5th BIR) or a behavior presents a danger to the child or others, a Behavior Incident Report (BIR) must be completed and monitoring checklist initiated. Parents will be notified of the behavior. If not previously submitted, an Internal Program Referral (IPR) must be completed. Copies of the BIR and IPR must be placed in the student file and distributed to the Education Supervisor and Mental Health Consultant. If the BIR reflects chronic behavior or the child has an Individual Family Service Plan (IFSP), a copy of the BIR must also be sent to the Inclusion Manager. Parents will be asked to give Permission to Observe. Decisions regarding providing additional Classroom Support Staff and/or a Behavior Support Plan will be completed.

Continues on page 5
Head Start Student Management/Discipline Plan, continued

If a student exhibits physically aggressive, unsafe, or other degrees of challenging behavior, a Behavior Incident Report (BIR) is completed and kept in the child's file for the school year. Copies of the BIR are distributed to the site Education Supervisor, the Mental Health Consultant, and the Inclusion Manager (if the child receives Special Education services). The child's parent is notified of the incident the same day. If more than three BIRs are written, the teacher will make a Internal Program Referral to a program mental health consultant (if not already completed). After a referral is made, a variety of events can occur, but not always: consultant obtains permission from parent to observe child in classroom, data about the challenging behavior is gathered, a Behavior Support Plan is written, extra staff are assigned to the classroom. If a Behavior Support Plan is needed, all team members involved with the child's education, including the parent, participate in the process.

- In the event where a child is exhibiting extreme behaviors and the classroom staff are unable to help him/her calm down, the Education Supervisor will be contacted to determine the appropriate action. The child's parent may be called to help calm down and support the child in the classroom.

With the exception of behavioral information that is part of a child's IFSP, all behavior notes will be destroyed prior to a child's transition to Kindergarten.

Mental Wellness for Head Start Children

A child's mental health can affect their development in many ways; emotionally, socially, cognitively and physically. Good mental health, or mental wellness, means a child has:

- A positive self-image.
- The ability to express feelings.
- The ability to cope with and control negative emotions.
- The ability to cope with stress and with making mistakes.
- The ability to solve problems.
- Meaningful relationships based on trust.
- The ability to make and keep friends.
- Socially acceptable behavior including empathy, respect for others and self-control.
- The willingness to try to learn new things and new skills.
- Curiosity and interest in learning.

- A feeling of safety and security.
- Self-confidence.
- The ability to laugh and play.

Good physical health, nutrition and supportive, caring home and school environments all lead to mental wellness for children. The Portland Public Schools Head Start Program, through its comprehensive services, relationships with children and families, preventative classroom practices, curriculum and individualized learning plans, aims to provide children and families with information and experience that enhance children's mental health and is committed to removing any barriers to learning and development.
Attendance Makes a Difference

Help Your Child Succeed in School:
Build the Habit of Good Attendance Early

Did you know?

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

What can you do?

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Don’t let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.
### September 2019

Teachers will call to set up a home visit before school begins.

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**Welcome to Head Start!**
Head Start Family-Style Meal Service

Head Start ensures that all meals provided to your children contribute to their healthy development and socialization. This is done by offering a variety of foods to help broaden each child’s food experience. We serve all meals family-style, with all children and staff eating together and sharing the same menu. During meal time children are encouraged to serve themselves and try new foods. Nutrition Services is taking steps to put fresher, local sustainable food on students’ trays. We have focused on purchasing fresh fruits and vegetables from local farmers and preserved canned and frozen Northwest products to benefit the students of Portland Public Schools and support our regional food system.

Over 30% of our food purchases come from local farmers and local companies. These “Local Flavors” bring the region’s great products to the students of Portland Public Schools. Farm to School programs promote the health and well-being of children, families, farms and the environment by increasing access to locally grown and processed food in schools. Helping students make the connection of where food comes from is an important part of our Farm-to-School program which highlights the great agriculture of the Northwest.

If you have questions, contact our program Dietitian at 503-916-6294.

Food Allergies and Requests

If your child has an allergy to food (such as milk or peanuts) we must have a USDA Medical Statement for Food Substitution signed by your health care provider stating what your child is allergic to and what foods can be substituted for it.

Some families have religious, cultural, or personal beliefs that will require individual attention. Please let your teacher or family service worker know right away so that necessary information may be exchanged. Food items will be served as they are on the menu until the proper forms are on file.

Family Mealtimes

Family meals can be enjoyable for all family members. Mealtime is too important to spend fighting about food. The good news for parents is that there’s a way to make mealtime more pleasant for everyone. A resource for parents is www.choosemyplate.gov.

The Division of Responsibility in Feeding:
- The parent is responsible for what, when, where.
- The child is responsible for how much and whether.

Parent’s Feeding Jobs:
- Choose and prepare the food.
- Provide regular meals and snacks.
- Make eating times pleasant.
- Show children what they have to learn about food and mealtime behavior:
  - Not let children graze for food or beverages between meal and snack times.
  - Let children grow up to get bodies that are right for them.

Fundamental to parents’ jobs is trusting children to decide how much and whether to eat.

If parents do their jobs with feeding, children will do their jobs with eating:

Children’s Eating Jobs:
- Children will eat.
- They will eat the amount they need.
- They will learn to eat the food their parents eat.
- They will learn to behave well at the table.
### October 2019

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**October is TIME TO GET THE FLU SHOT for everyone in your family!**
Parents and Friends, please volunteer. We need you!

Volunteer with Head Start

There are many ways to participate in Head Start...

- We need your help!
- Parent Policy Council
- During recruitment season
- Tutoring of adults
- Special events Volunteer in the classroom
- Attend workshops and parent groups
- Attend Parent Meetings

Policy Council

Policy Council is a group of elected Head Start parents and community members who meet with the program Director and other staff members monthly to assist in program planning and critical decision-making. Parent representatives are elected by parents at each center at fall orientation. The Policy Council member may share information with families at monthly Parent Center Committee Meeting.

How to help in the classroom

With Children

- Listen and respond to a child’s words. Encourage them to tell you about what they are doing.
- Kneel or sit down with a child; it makes them feel more at ease.
- Remember that children have a short attention span; encourage them to finish what they start.
- Children need to feel successful. Help a child if a task is hard; but don’t do it for them.

With Staff

- Check the daily schedule; ask for help if you’re not sure what to do.
- Let the staff know what you feel comfortable doing.
- We want you to enjoy being a volunteer. You are an important person in your child’s school.

How to Apply to Volunteer with Head Start

- Go online to pps.net and click on “Volunteer”
- Follow 4 steps for “Volunteering with Portland Public Schools”
  1. Pass PPS Volunteer Background Check.
  2. Review the mandatory Child Abuse and Adult Sexual Misconduct Volunteer Training.
  3. Print and sign the Volunteer Confidentiality Agreement (Bring to Orientation class).
  4. Contact Sacajawea Head Start (503-916-5724) to register for the next scheduled Head Start Volunteer Orientation class.

Calling all fathers and/or important male figures in your child’s life: We need your participation!

Did you know: Children who have involved fathers or male role models, show more sense of humor, longer attention spans, and an eagerness for learning. They are also less likely to drop out of school and more likely to experience school success!
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Useful Information

Are You Concerned About Your Child’s Development?
Head Start is an inclusive environment for children who experience disability. We partner with Multnomah Early Childhood Program (MECP) to provide support for children who are eligible for special education services. If you have any concerns about your child’s development services, or want community referrals, call our Inclusion Manager at 503-916-5952.

Dropping Off and Picking Up
For many of our young students, this may be their first school experience. Parents can help promote good feelings about school through supportive routines when dropping off and picking up. Here are a few tips:

- Establish good morning routines at home that support a predictable “rhythm of the day” as your child prepares to leave for school.
- Help your child think about what fun things they might be doing that day (“I wonder what book the teacher will read...” or “What do you think you’d like to do at choosing time today?”).
- Reassure your child about the schedule and when you will return for pick-up (“Remember, I’ll be right here to pick you up after snack time”). Inform your child ahead of time if a different family member will be picking up.
- Avoid long, emotional good-byes that might reinforce a child’s worries. When you show confidence that your child is in a safe place with good friends, your child is likely to separate more easily.
- Make pick-up time a warm and child-focused moment. Children are eager to see their parents and to share stories and feelings from their day.
- Model good listening and eye-contact when warmly greeting your child. Putting cell phones and other distracting devices away when approaching the door for pick-up lets your child know you are engaged and interested in what they have to say.

Bus Safety on Field Trips
- Wait safely for the bus on the sidewalk with an adult.
- Hold the handrail to get on and off the bus.
- Sit safely in the seat and use seat belts.
- Use quiet voices on the bus.
- Keep hands, and all other items inside the windows.
- If you drop something, never go under, or in front of the bus to get it.
- Learn how to exit the bus if the front door is inaccessible.
- Line up safely, away from the street and wait for an adult to help if there is an emergency.
- Hold an adult’s hand when crossing the street.

Remember the Child Safety Seat Law
Children between the ages of 4–8, who weigh more than 40 pounds, must be in a booster seat using a lap and shoulder seat belt until they are 8 years old or 4’ 9” tall. Children must ride in the back seat.
## December 2019

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Keep Me Home If

...I’m vomiting.
Any vomiting in last 24 hours.

...I have a rash.
Stay home until rash disappears or your Doctor says it is okay to go to school.

...I have an eye infection.
Any drainage from the eye.

...I have diarrhea.
Any diarrhea in the last 24 hours.

...I’m just not feeling very good.
Unusually tired, pale, lack of appetite, confused or cranky.

...I have a cold.
With sore throat, ear pain, frequent cough, or large amount of nose drainage.

...I have a fever.
Temperature of 100.5°.

When your child is sick:
1. Have plans for back up childcare.
2. Call your Teacher or Family Service Worker if your child stays home.
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Connect to Kindergarten events begin soon!

Please see your Family Service Worker for information about Kindergarten program options.
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Common Area Expectations

**BATHROOM**
- Go and Flush
  - Baja la Palanca
  - Đi tiểu và xả nước
- Wash Hands
  - Lava tus Manos
  - 洗手
  - Rửa tay
- Safe Hands and Body
  - Seguro con las Manos pegadas al Cuerpo
  - 把手放好, 姿势端正坐
  - Không được nghịch

**HALLWAYS**
- Quiet Voice
  - Voz Baja
  - 请安静
  - Nói nhỏ tiếng
- Walking Feet
  - Pies que Caminando
  - 轻声步行
  - Đi bộ
- Stay with Teacher
  - Quedate con la Maestra
  - 跟随老师
  - Ở lại với giáo viên

**OUTSIDE and INSIDE PLAY**
- Safe Hands and Body
  - Seguro con las Manos pegadas al Cuerpo
  - 把手放好, 姿势端正坐
  - Không được nghịch
- Stay with Teacher
  - Quedate con la Maestra
  - 跟随老师
  - Ở lại với giáo viên
- Be Friendly
  - Se Amigable
  - 要友好
  - Tốt với bạn
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** Spring Break — NO SCHOOL **
Fluoride Varnish for Healthy Teeth

Free fluoride varnish and dental screenings are offered at your child’s school. A dental screening is a quick look inside your child’s mouth to check the overall health of their teeth. Fluoride varnish is a protective coating brushed on the teeth.

What you need to know:
- Fluoride varnish is a safe and quick way to protect teeth from cavities.
- Fluoride varnish does not hurt.
- Screenings and fluoride varnish are done by dental care professionals.

Keeping a Healthy Smile
- Brush and floss every day.
- Use fluoride toothpaste the size of a grain of rice.
- Choose healthy snacks such as fruits and vegetables.
- Try drinking water over juice.
- Healthy baby teeth will help prevent problems in adult teeth.
- See a dentist at least once a year.

For more information, about Dental3 (D3) please call 503-521-7166.

Brush, Book, Bed

Start your routine every night at the same time, 30 minutes before bedtime so that you have enough time to brush teeth, read together, and go to sleep.

Brush
Brush two times a day with a pea-sized amount of fluoride toothpaste.

Book
After you have brushed your children’s teeth, it’s time to read!

Bed
After brushing teeth and reading together, it is time to go to bed.

For tips, visit www.HealthyChildren.org/BrushBookBed.
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Screen Free Week (Turn of the TV)

Research shows the benefits of reduced screen time:

- Reducing screen time can help prevent childhood obesity.
- Children who spend less time watching television in early years tend to do better in school, have a healthier diet, be more physically active, and are better able to engage in schoolwork in later elementary school.
- Television viewing at a young age is associated with later behavioral problems, but not if heavy viewing is discontinued before age 6.
- Limiting exposure to television during the first 4 years of life may decrease children’s interest in it in later years.


- Walk the dog.
- Take a hike.
- Run a half mile.
- Climb a hill.
- Play a game.
- Visit a park.
- Ride a bike.
- Read a book.
- Throw a ball.
- Visit a friend.
- Put on a show.
- Draw a picture.
- Have a conversation.
- Smell the roses.

Ideas for Fun

- Get a library card. Visit the Library during story hour: Cut, draw, glue, and make collages.
- Read! Read outside for a change.
- Go for walks. Have kids look for specific things—flowers, birds, colors, shapes.
- Blow bubbles using water and dish soap. To make a wand, shape a clothes hanger in a circle.
- Visit a thrift shop or garage sale.
- Dance or sing together to music.
- Paint with watercolors, shaving cream, or just water, on the pavement or wall.
- Draw on a sidewalk with chalk.
- Cook together—food or play dough.
- Water play—wash dolls in the bathtub or pool.
- Have your child make a book.
- Play it safe with your child—wear bike helmets and sunscreen.
## May 2020

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**25** May is **Memorial Day**.
Family Fun in the City

Oregon Zoo.................................................................503-226-1561
www.oregonzoo.org

Children’s Museum......................................................503-223-6500
www.portlandcm.org

Mt. Scott Roller Rink.......................................................503-823-3183
5530 SE 72nd Ave.
When: T, Th. 3–5pm; Sat 12–3 pm
Cost: $5–6, $1 skate rental

Parks and Recreation ..................................................503-823-7529
Local parks, day camps and classes available throughout the area.
Portland • www.portlandoregon.gov/parks
Gresham • www.greshamoregon.gov

Multnomah County Library...........................................503-988-5123
https://multcolib.org
TEXT: Text “multcolib” and your question to 66746.

Story Hours: Call your local library for times and activities.

Albina—3605 NE 15th Ave
Belmont—1038 SE Cesar E. Chavez Blvd
Central Library—801 SW 10th Ave

Gregory Heights—7921 NE Sandy Blvd
Holgate—7905 SE Holgate St
Hollywood—4040 NE Tillamook St
Kenton—8226 N Denver Ave
Midland—805 SE 122nd Ave
North Portland—512 N Killingsworth St
Sellwood-Moreland—7860 SE 13th Ave
St. Johns—7510 N Charleston St
Woodstock—6008 SE 49th Ave

Portland Japanese Garden............................................503-223-1321
https://japanesegarden.org

Oregon Museum of Science & Industry (OMSI) ...503-797-4000
https://omsi.org

Portland Art Museum ..................................................503-226-2811
https://portlandartmuseum.org

Lan Su Chinese Garden................................................503-228-8131
https://lansugarden.org

Crystal Springs Rhododendron Garden ............503-771-8386

Water Safety
Prevent Drowning Accidents

• Supervise children at all times around water.
• Never leave a child in the bathtub alone, even for a few seconds.
• Remember that young children have been known to drown in the toilet or in a bucket of water.
• Hold hands at the beach, near rivers or ponds.
• Learn to swim, and teach your children to swim.
• Always wear a life jacket near water or when boating.
• Make sure that swimming pools your children may have access to are equipped with fences, and locked gates.
• Learn CPR in case there is an accident.
June 2020

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*Last Day of School subject to change (depends on Snow Days)*
Police, Fire, Emergency ......................... 911

211 Information ........................................ 211
or ................................................................ 1-866-698-6155
www.211info.org

Oregon Health Plan .......... 1-800-699-9075
www.oregon.gov/oha/hsd/ohp

WIC .............................................................. 211
www.healthoregon.org/wic

Call to Safety (Call or text) ........ 503-235-5333
or ............................................................... 1-888-235-5333
www.calltosoavailability.org

Poison Control Center ...... 1-800-222-1222
www.poisonhelp.org

TriMet ....................................................... 503-238-7433
https://trimet.org
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Getting Ready for School

You can get help prepare your child for school by:

- Setting up a daily routine and early bedtime.
- Check that immunizations are up to date.
- Set up after school practices.
- Review transportation arrangements.
- To help children feel confident about school, talk positively about school and listen to their thoughts about it. Playing school is fun and helpful too!
- Children need to feel confident about their abilities. You can help by praising their strengths, listening to their ideas, and teaching that all feelings are okay, but not all actions. For example, it’s okay to be upset but not okay to hit.
- Create a school routine over the summer. Set a bedtime and stick to it. Help your child draw visual reminders of the routine (brush teeth, pajamas, read, sleep) so you can refer to it together. **Data show that good attendance in kindergarten leads to school success.**
- Take your child with you to the store, the laundromat, the bank. Talk together about what you see, feel, and hear to build vocabulary and awareness.
- Visit your library branch and help your child get a free library card. Borrow books and read them together. Ask questions like:
  - What was your favorite part of the story? Least favorite part?
  - Halfway through, ask what they think will happen next?
- Foster independence by letting him/her make choices (do you want to wear red pants or blue?) and encourage her to try new things and solve problems.
- Prepare a “school spot” for your child in the home and supply papers, scissors, crayons, etc. Set aside a time each day for your child to draw and make things.
- Help your child learn to do the following before school starts:
  - Know his/her name and telephone number
  - Use the bathroom on their own and button and zip clothes
  - Play and share with other children.
- Visit the school: play on the playground, attend school events.
- Have your child practice writing his first name.
- Count everything! Count windows, napkins, fruit.

Things you can do to ease the morning rush:

- Pack school bags and put them by the door the night before.
- Select clothes the night before.
- Set alarm clocks.
- Get to bed at a reasonable time.
## August 2020

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Rights as a Program Parent

- To take part in major policy decisions affecting the planning and the operation of the program.
- To help develop adult training programs which will improve daily living for my family and me.
- To be welcome 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 of my child’s progress in Head Start.
- To always be treated with respect and dignity.
- To expect guidance for my child from Head Start teachers and staff, which will support his/her individual development.
- To be able to learn about the operation of the program.
- To take part in planning and participating in programs designed to increase my employment skills.
- To be informed about all community resources related to health, education, and the improvement of family life.
- To be informed of the education and experience requirements needed to fill available staff positions.

Parent Responsibilities

Head Start is a program which stresses the involvement of parents as well as their children. You can support your child by:

- Volunteering either in the classroom or in other ways (Policy Council Meetings, completing projects at home, help with recruitment).
- Observing Head Start tobacco free policy.
- Making every effort to attend Center events.
- Participating in home visits and conferences and notifying the teacher in advance if you are unable to keep the appointment.
- Notifying the school if special pick-up or delivery arrangements need to be made.
- Keeping your child home when he/she is sick.
- Observing all parking signs, instructions, and bus zones when dropping off or picking up your child to ensure children’s safety.
- Reading all notes that are sent home and return completed forms quickly.
- Cooperating with the staff in making sure your child receives medical and dental care.
- Notifying the school right away of address and phone changes.

Center Open Houses & Parent Meetings

In the fall, each Head Start center will have an Open House. Parents are invited to learn about the goals of the program, the day-to-day activities for children, and the many services provided. Each classroom will select a Policy Council representative who will attend monthly council meetings and keep center parents informed of program decisions and Policy Council matters throughout the year. All parents are welcome to attend monthly council meetings; however, classroom representatives are the only ones who vote on program issues.

Throughout the school year, Family Service staff at each center will host monthly parent activities. Many workshops, such as weatherization, lead awareness, literacy and nutrition will be offered, as well as social “drop-ins” where parents will be invited to visit and learn about Policy Council activities.

We welcome your involvement and encourage you to participate in our parent activities!

Program Opportunities

Our Early Childhood program offers you a sense of belonging, support services, and a chance to be involved in activities to help your whole family. You can take part in training classes on many subjects, such as parenting, job skills, health and nutrition, and locating and using free resources in your own community. We also offer assistance to parents interested in obtaining a high school General Equivalency Diploma (GED) or other adult education opportunities, such as learning to speak English or to read.

Let your Family Service Worker know if you are interested.

Interested in a job with PPS Head Start?

Ask us about taking the Praxis ParaPro!

If you’re interested in a part-time job with PPS Head Start, but don’t have 72 college credit hours or an AA, you still have an option. Passing the Praxis ParaPro assessment will qualify you to apply for a position with PPS. The ParaPro Assessment is for prospective and practicing paraprofessionals. It measures skills and knowledge in reading, math and writing and the ability to apply those skills and knowledge to assist in classroom instruction.

To learn more, contact Sacajawea Head Start at 503-916-5724.

How PPS communicates
- Text messages: Opt in to School Messenger by texting YES to 68453
- Alert pod on www.pps.net and all school websites
- Twitter: @PPSConnect
- Facebook: www.facebook.com/pps.homepage
- Phone: Auto-dialer calls in supported languages

Inclement Weather
When weather conditions impede safe travel to school, PPS chooses from:
- Buses on snow routes
- Two-hour late start
- Buses on snow routes and two-hour late start

How you find out
- Schools closed
- Schools & offices closed
- School dismissed early

PPS uses all pathways to communicate before 6:30 am, except when weather conditions are evolving.

How PPS decides
Our priority is safety. District officials consult meteorologists, transportation officials and PPS staff who test road conditions.

Disasters: Earthquake Preparedness
In the event of an earthquake, students are taught to:
- Duck, cover and hold on.
- Evacuate when instructed. Attendance is taken.
- Return to building, if safe, or gather in designated indoor/outdoor space.

Getting home
If damage is minor, transportation proceeds as normal. If damage is severe, buses won’t run and families must pick up children at school.

How you find out
If communication systems remain functional, PPS would inform families about how students will get home. Otherwise, families are expected to get students from school as soon as they are able.

School Emergencies
In consultation with police, schools use the following:
- **Lockout**: A threat outside a school(s). Staff brings students inside, locks all entrances and proceeds with classes until threat is addressed.
- **Lockdown**: A threat inside a school. Staff locks all classroom doors and students take shelter in classrooms as necessary.
- **Lockdown Team Response**: Medical emergency or other such incident where staff needs to assist while keeping students out of the halls. Classroom doors are locked and classes proceed.
- **Evacuation**: Students follow designated paths; attendance is taken.

How you find out
Communication varies by situation:
- Brief incident: School emails families or backpacks a message home at end of day.
- Parent action required: Text message and/or auto dialer call as soon as possible if incident impacts school start or dismissal or if students need to be picked up.
- Extended incident: Text message and/or auto dialer call even if no action is required.

What Families Can Do
- Student registration information in school office:
- Make sure emergency contacts are up to date.
- List people likely to be near school who can pick up your child if you cannot.
- Make a plan for picking up your child in the event of a severe earthquake. Schools will have limited ability to shelter students for an extended period.

Remember:
- Incidents are often resolved quickly with no actual threat to student safety. Please do not come to school amid an emergency unless instructed to do so.
- PPS recognizes the burden when school is delayed or canceled, due to weather or other incidents, yet tries to make the safest call.
Confidentiality Policy (this is how we protect your information and keep it private)

Confidentiality may be defined as:
Preserving information that was received in confidence from a family member or staff member and disclosing information only to professionals of the individual.

- Confidentiality is based upon the rights of the individuals; it is an ethical obligation of professionals and necessary to effectively work with families.
- Information about families is often shared with other professionals within the agency and other agencies if necessary; the obligation of confidentiality binds all involved equally.
- Families have the right to protection of personal information about them in their relationship with Head Start during and following the process of obtaining services.

The following principles should be kept in mind:

Acknowledgment of the PPS Head Start Confidentiality Policy
Confidential information and details about families and children may be discussed in staffing, supervisory, and clinical meetings to address the needs of families and children.

No identifying confidential information about families and children (name, address, social security number) should be revealed except within PPS Head Start and except in suspected child abuse or neglect cases.

Records kept on families and children are used only for case management and not for general examination. Other agencies requesting records of families and children must obtain release of information from the family. Records are not automatically sent to another person or agency without first receiving the release of information from the parent or legal guardian.

Files containing the records of families and children should not be taken from the office building they are located in for any reason.

Discussing confidential family and children’s information (even though names, addresses, and social security numbers are not revealed) is a breach of confidentiality.

Confidentiality must be maintained even when information has been made public through the news media. For example, if a parent or staff member has been arrested, confidentiality must be respected.

Volunteers will have access to family and children’s information only when authorized by staff. All volunteers will follow the confidentiality statement.

No information should be released to anyone outside the program without written consent from the family, except in reporting suspected child abuse and neglect.

Section 134.4-2(c) of the Head Start Performance Standards stipulates that: “staff will provide for the establishment, maintenance and confidentiality of records of up-to-date, pertinent family data, including completed enrollment forms, referral and follow up reports, reports of contacts with other agencies and reports of contact with families.”

PPS Head Start values the participation and contributions of staff, consultants, and volunteers. All staff members, consultants, and volunteers, are asked to sign this statement as acknowledgment of having received a copy and read the Confidentiality Policy.

Violations of the above Confidentiality Policy should be reported to the program Directors or Supervisors immediately. Employee violations could result in disciplinary action that may include termination.
I Love School!

My name is ________________________________

My teacher’s names are ________________________________

________________________________________________________________________________________

My family service person ________________________________

Center name ________________________________

Room number ________________________________

Center phone number ________________________________

Center address ________________________________

________________________________________________________________________________________

My class time ________________________________
In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the , (AD-3027) found online at: , and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410;
2. Fax: 202-690-7442; or
3. Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Oregon Department of Education Child Nutrition Programs ~ Dec. 2015