

PPS PreK Family Handbook



2024–2025

August 2024

PORTLAND PUBLIC SCHOOLS

PPS PreK (Head Start)

Our Vision:

Our vision is children growing and thriving in a supportive, nurturing environment of parents, family, neighborhood, and community where they and their families have options and opportunities for optimum growth, development, and learning.

Our Mission:

As proven leaders in early childhood education and family development, Portland Public Schools Head Start is dedicated to enhancing the quality of life for vulnerable children and families in Multnomah County. Our knowledgeable and caring staff accomplish our mission by providing early education and family support to families of children from three to five years old, emphasizing healthy outcomes and school readiness, promoting family self sufficiency, and partnering with individuals, school districts, and our community. When we say "school readiness," we mean children are ready for school, families are ready to support their children's learning, and schools are ready for children.

Our Core Values:

- Recognizing, honoring, and giving voice to the racial, ethnic, and linguistic diversity of the families we serve.
- Working as a team, we can effectively promote respectful, sensitive, and proactive approaches to learning and growth.
- Nurturing the cognitive, physical, social, and emotional development of each child.
- Fostering community partnerships to support families and children during and after the Head Start experience.
- Valuing individuality while recognizing that children and adults develop and prosper within the context of relationships.
- Empowering families to achieve self-sufficiency by identifying their own strengths, needs, and interests while finding solutions and making positive changes.
- Implementing shared decision making as a collective responsibility of families, governing bodies, and staff where ideas and opinions are heard and respected.
- Supporting healthy behaviors that enhance wellness.
- Emphasizing learning through play.
- Keeping families' hopes and dreams as our central focus.









Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public Schools Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

Early Learners thrive...

In connected and supportive communities of family, friends, and educators.







When social-emotional teaching and learning are explicitly and authentically integrated and modeled throughout the day--fostering self- and community-care and positive relationship-building.

When provided meaningful learning experiences that promote development in:

-  reading
-  writing
-  speaking
-  listening
-  story-telling
-  problem-solving
-  well-being
-  reflection

– all in the context of real-life applications.

In dynamic, joyful, safe, and predictable spaces that embrace:

-  play
-  creativity
-  exploration
-  social interaction
-  choice
-  movement

In learning environments in which their linguistic, cultural, racial, and self-identities are seen, heard, and affirmed--and in which they are engaged in authentic experiences with a wide range of languages, cultures, races, and identities.

When educators demonstrate cultural humility and partner with families to understand the home assets, values, cultures, and experiences that shape their children's approaches to learning.

When educators understand and embrace neuro diverse learning systems and disability, see each child's best self, honor each learner where they are, collaborate to support development, and provide multiple access points to allow all students to engage in meaningful learning.



Early Learners: In PPS, the term **Early Learners** includes students in preschool (age 3) through the entry to 3rd grade (age 8). The PPS P-3 vision is to provide high-quality and aligned experiences for students and families in these foundational years of learning.



PORTLAND PUBLIC SCHOOLS

PPS Early Learners Schools

Boise-Eliot/Humboldt
620 N Fremont Ave, 97227
503-916-6171

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

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

Dr. Martin Luther King Jr.
4906 NE 6th Ave, 97211
503-916-6456

Faubion School
2930 NE Dekum St, 97211
503-916-5686

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

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

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

Marysville
7733 SE Raymond St, 97206
503-916-6363

Oliver P. Lent
5105 SE 97th Ave, 97266
503-916-6322

Rosa Parks
8960 N Woolsey Ave, 97203
503-916-6250

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

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

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

PPS Early Learners Leadership Team

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PORTLAND PUBLIC SCHOOLS

2024-25 District Calendar



Pre-K Calendar

No school due to holiday, break period, or non-child day.
Escuelas cerradas por día festivo o vacaciones.
Trường học đóng cửa vì nghỉ lễ hoặc kỳ nghỉ.
学校因假期或休息时间而关闭

Holiday

*Dates may change

SEPTEMBER 2024				
M	T	W	T	F
2	3	4	5 PK	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER 2024				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY 2025				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL 2025				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY 2025				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE 2025				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

PK	Pre-Kindergarten first day Primer día de Prekindergarten Ngày đầu tiên của Lớp Mầm Non 学前班/启蒙项目的第一天
	Last day of school for students último día de clases para estudiantes Ngày cuối cùng của trường sinh 学生上学的最后一天
	Day/evening conferences (no school for students) Conferencias (no hay clases para los estudiantes) Họp giáo Viên-phụ huynh ban (học sinh không đi học) 白天/晚间会议 (学生不上学)
	Possible snow make up day Posible día de recuperación de días perdidos por nieve Ngày có thể dùng để học bù cho những ngày nghỉ vì tuyết 可能的雪天弥补日
	Early Release day Día de salida anticipada Ngày tan học sớm 提早放学日

No School Dates:

Sept 13	Dec 13	March 14
Sept 20	Dec 23-Jan 3	March 24-28
Oct 4	Jan 17	April 4
Oct 11	Jan 20	April 18
Oct 18	Jan 27-Jan 28	May 9
Nov 1	Feb 14	May 16
Nov 11	Feb 17	May 23
Nov 15	Feb 21	May 26
Nov 25-29	March 3	

PPS District Early Release Dates:

Sept 25
Oct 23
Nov 20
Dec 18
Feb 26
March 19
April 23
May 21

About PPS PreK

Education Services

PPS PreK is a comprehensive educational program, which focuses on the whole child. We believe that you, the caregiver, 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). Teachers will meet with you at least four times during the year for home visits and conferences. 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.

Dual Language Learner Services (DLL)

PPS PreK is committed to meeting the needs of every family, including those who speak languages other than English. Families are supported by experienced Spanish DLI Teachers, Vietnamese DLI Teachers, and Assistant Teachers who work with children in classrooms, on home visits, and during family events, and by Family Advocates (FA) who speak Chinese, Spanish, and Vietnamese.

Family Advocates

Every PPS PreK family will be connected with a Family Advocates (FA) at their child's site. Your FA is a wonderful resource for you as a caregiver. Your FA 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 Family Partnership that highlights strengths and goals for your family. They can assist with accessing resources in the community, problem solve meeting immediate needs for basic services, and help you learn more about your rights and roles as a parent in our PPS PreK program.

Health Services (see page 12)

Social Emotional Support Services

The social and emotional areas of a child's development is the key to a child's success in preschool and eventually kindergarten. To ensure we are able to support all children's social emotional health, a Mental Health Consultant is assigned to each classroom and visits that classroom multiple times each month. The Mental Health Consultant acts as a resource for teachers, children, and caregivers. With regular visits to the classroom, the Consultant helps teachers develop strategies for addressing the social and emotional needs of children in the classroom. The Consultant is available to caregivers to answer questions about child development or concerns about their children. Parenting classes may also be provided. The Consultant can also assist caregivers in accessing mental health services in the community.

Nutrition Services (see page 14)

Student Support Services

PPS PreK is an inclusive environment for children who experience disability. Working together, teachers, support specialists and caregivers 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.

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, contact your FA for more information.

Caregiver Involvement

Center Open Houses/Back to School Event & Parent Meetings

In the fall, each PreK center will have an Open House or Back To School event. Caregivers are invited to learn about the goals of the program, the day-to-day activities for children, and the many services provided.

Throughout the school year, FA staff at each center will host monthly family engagement opportunities. Many workshops, such as weatherization, lead awareness, literacy and nutrition will be offered, as well as social “drop ins” where caregivers will be invited to visit and connect with each other. We welcome your involvement and encourage you to participate in our parent activities!

Caregiver Responsibilities

PPS PreK is a program which stresses the involvement of caregivers as well as their children. You can support your child by:

- Volunteering (Completing projects at home, helping with recruitment).
- Observing PPS PreK tobacco free policy.
- Making every effort to attend school 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 returning 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.

Caregiver Rights

- 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 school.
- To always be treated with respect and dignity.
- To expect guidance for my child from school 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.

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 caregivers interested in obtaining a high school General Equivalency Diploma (GED), Praxis or other adult education opportunities, such as learning to speak English or to read. Let your FA know if you are interested.

Useful Information

Cell Phones

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

Child Abuse Reporting

The safety and well-being of children is a priority for all of us. All PPS 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 caregivers feeling overwhelmed by parenting issues or who are involved in domestic violence situations. Please know the safety of your child is our number one priority.

Child Safety Seat Law

Infants must ride rear-facing until they are at least one year old and weigh more than 20 pounds. Children who weigh up to 40 pounds must be in a forward-facing safety seat. Children 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 until they are old/large enough to wear a safety belt.

Civil Rights

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles 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 school employee for information including [complaint procedures](#).

Dropping Off and Picking Up

For many of our young students, this may be their first school experience. Caregivers can help promote good feelings about school through supportive routines when dropping off and picking up. It is important that your student is dropped off and picked up on time.

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 caregivers 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.

Head Lice

We follow the PPS policy on lice, which uses state guidelines. If children are found to have lice, parents are notified and educated on steps to treat lice at home. Please talk to your FA if you have questions or need help. Read more here: https://www.multnomahesd.org/uploads/1/2/0/2/120251715/ode_oha_head_lice_guidance.pdf

Medical Emergencies

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

Useful Information

Medications

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

Mental Wellness for Preschool 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 manage 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, and 10-12 hours of sleep all lead to mental wellness for children. The PPS PreK 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 well-being and is committed to removing any barriers to learning and development.

School Bus Safety

- 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.

Tobacco Policy

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

Volunteer in PreK

Caregivers and Friends, please volunteer. We need you! We encourage family volunteers in our classrooms and on field trips. There are many ways to participate:

- Parent leadership opportunities
- During recruitment season
- Tutoring of adults
- Special events
- Complete projects at home
- Attend workshops, and caregiver meetings

Attendance Policy

It is very important for children to attend class every school day each week in order to benefit from the PreK 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.



Help Your Child Succeed in Preschool and Kindergarten Build the Habit of Good Attendance

DID YOU KNOW...

Showing up on time every day is important to your child's success and learning from preschool forward.

Missing 10% of school (1 or 2 days every few weeks) can make it harder to:

- Gain early reading and math skills.
- Build relationships.
- Develop good attendance habits.

High quality preschool and kindergarten has many benefits!

- The routines your child develops will continue throughout school.
- Make the most of early grades by encouraging your child to attend every day.

WHAT YOU CAN DO

Work with your child and his/her teacher to develop your child's strong attendance.

Talk about it – sing about it – make it an adventure!

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Share ideas with other parents for getting to school on time.

Before the school year starts

- Find out what day school starts and begin a countdown!
- Keep your child healthy and make sure your child has the required shots.
- Attend orientation with your child to meet teachers and classmates and find out about health and safety procedures.

Ready, Set, GO!

- If you are concerned your child may have Covid-19, call your school for advice. Ask for resources to continue learning at home if needed.
- Ask family members or neighbors for assistance if you need help.
- Try to schedule non-Covid-19 medical appointments and extended trips when school is not in session.
- If your child seems anxious about preschool or kindergarten, talk to the program director, teacher, your doctor or other parents for advice.



Child Illness

Please Do Not Send an Ill Child to School

If your child is ill, please keep them home (see symptom list below). Contact your child's doctor for advice.

When your child is sick:

1. Have plans for back up childcare.
2. Call your school office, Teacher or Family Advocate if your child stays home.

Keep Me Home If:

- I'm vomiting: Any unexplained vomiting in the last 48 hours.
- I have a rash: Stay home until the rash disappears or your child's doctor says it is okay to go to school.
- I have an eye infection and have drainage from the eye: Stay home and call your doctor.
- I have diarrhea: Three or more loose watery stools in a day. Stay home for 48 hours.
- I'm just not feeling very good: I'm feeling unusually sleepy, pale, grumpy, or confused.
- I have a cold: Frequent new cough or trouble breathing. Stay home for 24 hours or until cough/symptoms improve or cough is well controlled.
- I have a fever: Temperature of 100.4° or higher: Can return when fever free for 24 hours.



Health Services

We know healthy children learn best. Here are ways we partner with you to help your child grow and learn.

- **Health information:** Your Family Advocate will ask you about your child's health history at enrollment. If there are any allergies or medications your child will need at school, we will work with you to complete any follow up.
- **Health insurance:** We want to make sure your child is covered by health insurance for doctor, dentist, and other provider visits. If you need help to apply, ask your FA for support. If you need to apply for OHP we can get you started. If you're not sure who your doctor is, or where to go for vision or dental care, your FA and Health Team can help with that.
- **Well child exams:** It is important for your child to see a doctor when they are sick, but it is also important for them to be seen while they are healthy! It's helpful when a doctor gets to know your child when they are well, so they know how to care for them when they are sick. Doctors get to know your child and provide quality care.
- **Screenings:** PPS staff will complete health screenings while your child is at school to make sure they are healthy and ready to learn. With your permission, your child will have their height and weight, hearing, and vision screened at school and the results sent home. If there is any follow up needed after these screenings, your FA will reach out to offer support if needed.
- **Oral Health/Dental:** Children will brush their teeth every day at school, and learn about oral health. We visit the classroom with a dental assistant three times a year and apply fluoride with caregiver permission. PPS has a great partnership with a licensed dental hygienist to visit each classroom three times per year to provide free dental screenings and fluoride varnishes for children with permission. Dental decay (cavities) can be treated easily if caught early, and your FA is available for any support around dental needs.
- **Safety:** We work together for the health and safety of your child while at school and all teachers are trained in First Aid and CPR. We follow all PPS District regulations around emergency planning and safety protocols.

We have registered nurses who are happy to talk with you about any health concerns you may have for your child.

Health and Safety Practices and Resources

PPS Early Learners promotes the overall health and development of your child, and shares these resources that may be helpful to parents/guardians. Children will brush their teeth at school every day in the classroom. Oral health keeps children smiling, talking, eating and keeps cavities away.

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.
- See a dentist at least once a year.

For information about All Smiles, call 503-521-7166.

Health and Safety Practices and Resources

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

Lead Testing

Lead is a natural metal that can be dangerous for children if they are exposed to high levels of lead. It is important for children to be tested by their doctor. If your child's doctor finds high lead in a blood draw, we can connect you to resources. Call the Multnomah County Lead Line at 503-988-4000 or talk to your pediatrician.

Nutrition

Many foods and drinks have extra sugar added to them when they are processed or prepared. Consuming too much added sugar can be harmful to overall health. Children should not consume more than 25 grams of added sugar per day.

Tips to reduce added sugar in your child's diet:

- Serve water or milk. Avoid soda, sports drinks, and fruit drinks.
- Limit fruit juice to 4–6 ounces (½ cup) per day.
 - Try adding water to fruit juice.
- Read nutrition facts labels carefully. Look at the amount of "Added sugar" on the label. Aim for no more than 25 grams per day.
- Limit processed, pre-packaged foods and drinks, when able.
- Satisfy your child's sweet tooth with whole fruit.
- Balance is key! Offer a protein, whole grain, and vegetable or fruit with each meal and snack.

Find your MyPlate Plan at www.myplate.gov/myplate-plan

(Spanish: www.myplate.gov/es/myplate-plan)

For additional nutrition tips, contact your program dietitian.

Pedestrian Safety

Children are impulsive and quick! When walking in the neighborhood or to school, here are some rules to teach your child to keep them safe. [Pedestrian Safety for Little Kids](#) or go to https://www.safekids.org/Safety tips/field_age/little-kids-1-4-years/field_risks/pedestrian-safety

Safety

Safety is a priority for any caregiver or preschool program. Each teacher completes a classroom safety checklist before any students begin school and we review the checklist in early winter. Here is a checklist that may help you at home, to make sure: [Home Safety Checklist](#) or go to https://www.safekids.org/sites/default/files/documents/home_safety_checklist.pdf

KIDS LOVE ROUTINES



Brush, Book, Bed



Brush!

Brush with fluoride toothpaste for two minutes each day & night.



Book!

Sing, talk, & read aloud as much as possible to your child.



Bed!

Start your nighttime routine 30 minutes before bedtime.

Find out more at
**HealthyChildren.org/
BrushBookBed**

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®

Nutrition Services

During their school day, children eat two nutritious meals and one snack. Nutrition services works with PPS to ensure nutritionally balanced meals and snacks. If your child has food allergies we must be notified using a special CNP/USDA form you can get from your teacher or FA. If a child has a life threatening (anaphylactic) food allergy, they cannot start class until all required paperwork is completed and we can safely provide meals and train staff.

Meal Service

Our program 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. Nutrition Services is taking steps to put fresher, local sustainable food on students' trays; focusing on purchasing fresh fruits and vegetables from local farmers and preserved, canned and frozen Northwest products to benefit the students of PPS 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 PPS. 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 agriculture of the Northwest.

Food Allergies and Requests

If your child has an allergy to food, we must have a CNP/USDA Medical Statement for Food Substitution signed by your healthcare 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 advocate 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.

Food in the Classroom

In keeping with Oregon Department of Education guidelines, no outside food is permitted in our classrooms. Our program implements nutrition services that are culturally and developmentally appropriate, and meet the nutritional needs and feeding requirements of each child, including those with special dietary needs and disabilities. The program will meet the child's nutritional needs for the day by providing breakfast, lunch and a snack each day. Meals are part of education in our program; nutrition education and activities are developed to align with foods served at mealtimes to support hands-on learning opportunities around food and nutrition. Children participate in family style meals served in the classrooms; therefore, consistency among food offered is essential. Children are encouraged, but never forced, to eat all the foods on the daily menu. Menus will be posted in each classroom. Exceptions to this policy are considered in medically complex situations on a case-by-case basis and must be mutually agreed upon by the family, the child's medical team, and the program dietitian and/or program nurse.

GROWING HEALTHY

There are lots of ways to grow healthy but you don't have to do them all at once.

TĂNG TRƯỞNG MẠNH KHỎE

Có rất nhiều cách để phát triển khỏe mạnh nhưng bạn không nhất thiết phải làm tất cả cùng một lúc.

UNA VIDA SANA

Hay muchas maneras de crecer con buena salud pero no tiene que hacerlas todas al mismo tiempo.

健康成长

有很多方法可以健康成长，但您不必一次全部完成。

IDEAS FOR LIVING A HEALTHY ACTIVE LIFE

IDEAS PARA LLEVAR UNA VIDA ACTIVA Y SANA

Ý TƯỞNG ĐỂ SỐNG MỘT CUỘC SỐNG KHỎE MẠNH, CHỦ ĐỘNG

过上健康积极生活的想法



5	Eat a least 5 fruits and vegetables a day.	Coma por lo menos 5 frutas y verduras al día.	Ăn ít nhất 5 loại trái cây và rau mỗi ngày.	每天至少吃5种水果和蔬菜。
2	Keep screen time (like TV, video games, computer) down to 2 hours or less per day.	Limite el tiempo ante las pantallas (como televisión, videojuegos, computadora) a 2 horas o menos al día.	Giữ thời gian sử dụng thiết bị (như TV, trò chơi điện tử, máy tính) xuống còn 2 giờ hoặc ít hơn mỗi ngày.	每天将屏幕时间(如电视、视频游戏、电脑)控制在2小时或更少。
1	Get 1 hour or more of physical activity every day.	Haga 1 hora o más de actividad física todos los días.	Vận động thể chất từ 1 giờ trở lên mỗi ngày.	每天进行1小时或更长时间的体育锻炼。
0	Drink 0 sugar-sweetened drinks. Replace soda pop, sports drinks, and even 100% fruit juice with milk or water.	Tome 0 bebidas azucaradas. Sustituya los refrescos, las bebidas deportivas e incluso los jugos de 100% de fruta con leche o agua.	Uống 0 đồ uống có đường. Thay thế soda pop, đồ uống thể thao và thậm chí 100% nước trái cây bằng sữa hoặc nước.	喝0杯含糖饮料。用牛奶或水代替汽水、运动饮料甚至100%果汁。

Common Area Expectations

Bathroom



Go and Flush
Baja la Palanca
去冲洗
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



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

PPS PreK Student Management/Discipline Plan

Philosophy

It is PPS PreK's goal to ensure a safe, positive learning environment for all children. A positive classroom climate contributes to positive behavior. Our discipline approach consists of five basic components:

- Age- and culturally-appropriate expectations.
- Positive, supportive 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.

Teachers will design and implement Positive Behavioral Interventions & Supports (PBIS), Tier 1 strategies setting clear limits, modeling appropriate behavior, redirecting inappropriate behavior, and working with families to problem-solve together. We teach the following expectations, and how to meet them: Be Safe, Be Friendly, and Be a Worker/Ready to Learn.

All discipline procedures will adhere to Head Start/PreK guidelines and Portland Public Schools policies.

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

We recognize that our philosophical approach may not be the same as yours as a parent. If this happens, reach out to your teacher, or your mental health consultant to discuss.



Be safe.



Be friendly.



Be ready to learn.

Discipline Procedures

Our philosophical approach to children who exhibit challenging behaviors is PBIS or Positive Behavioral Interventions and Supports (<https://challengingbehavior.org/>). Following PBIS guidelines, if undesired behavior occurs, teaching staff work to teach replacement skills, and social-emotional skills and work to understand the causes of behavior.

If a student's challenging behavior is frequent or a behavior that is unsafe to the child or others, caregivers will be notified of the behavior quickly. If not previously submitted, a referral to the Mental Health Consultant/PK Student Support Coordinator must be completed.

After the referral is made, a variety of events can occur: the consultant obtains permission from the caregiver to observe the child in the classroom, offer suggestions to the teachers, and will offer support to and seek input from the caregivers. If more support is needed a team meeting will be called. The team will consist of the caregivers (and anyone the caregivers would like to bring), the Consultant/ Coordinator, and other team members who are involved with the child's education to find ways to help the child be successful in class. Your role as a parent is critical in supporting a plan to increase positive behaviors and reduce unsafe behaviors.

Per best practices, childcare and grant expectations, we do not exclude children, use physical discipline or suspend children.

If you have concerns about other children's behavior in class, please reach out to the site supervisor.

Inclement Weather

On days that the weather is bad and the schools might be closed, there are numerous ways to get information. Local television and radio stations announce late openings or closures. PPS PreK/Early Learners follows all PPS District closures and/or late start days.



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

What PPS does

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
- Schools closed
- Schools & offices closed
- School dismissed early

How you find out

PPS uses all pathways to communicate before 6:30 a.m., except when weather conditions are evolving. *Note: PPS will phase out auto-dialers as text messaging expands.*

How PPS decides

Our priority is safety. District officials consult meteorologists, transportation officials and PPS staff who test road conditions. Sometimes conditions change or vary by area of the city.

DISASTERS: EARTHQUAKE PREPAREDNESS

What PPS does

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 or outdoor space.

Getting home

If damage is minor, transportation would proceed as normal. If damage is severe, buses would not 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

What PPS does

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 cancelled due to weather or other incidents, yet tries to make the safest call.

Learn more: www.pps.net search “Get Urgent News”

Portland Public Schools is an affirmative action and equal opportunity employer.

Getting Ready for School

You can get help prepare your child for school by:

- Setting up a daily routine and early bedtime. Get 10–12 hours of sleep.
- 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 their 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.



Confidentiality Policy

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 PreK 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 PreK 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.

PPS PreK 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.

For Head Start: 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."

Portland Public Schools Required annual notices for families

Portland Public Schools is required annually to distribute five notices to families with important information about their rights and those of their students. Please read about: (1) distribution of “directory information” from your student’s education records; (2) family and student rights regarding student records; (3) release of information to military and college recruiters; (4) the Protection of Pupil Rights Amendment; and (5) families’ right to know about teacher qualifications in Title I schools; (6) distribution of information from non-school groups; (7) annual restraint and seclusion report.

1. Directory information

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires Portland Public Schools, with certain exceptions, to obtain your written consent before the disclosure of personally identifiable information from your child’s education records. However, Portland Public Schools may disclose appropriately designated “directory information” without written consent, unless you have advised the district to the contrary in accordance with district procedures.

The primary purpose of directory information is to allow Portland Public Schools to include this type of information from your child’s education records in certain school publications. Examples include: a playbill, showing your student’s role in a drama production; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require schools receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information — names, addresses and telephone listings — unless the parent/guardian or the student has advised the school that they do not want the student’s information disclosed without prior written consent. If you do not want Portland Public Schools to disclose directory information from your child’s education records without your prior written consent, you must notify the district in writing.

Portland Public Schools has designated the following information as directory information:

- Student’s name
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance
- The most recent school attended

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the nation’s armed forces.

2. Student records: Annual notification of rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

A. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

B. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the principal clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

C. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. School officials include, but are not necessarily limited to: persons employed by PPS as administrators, supervisors, instructors or support staff members (including health or medical staff and law enforcement unit personnel); persons serving on the school board; persons, entities or companies with whom/which PPS has contracted to perform special tasks (such as attorneys, auditors, medical consultants, or therapists) or that perform tasks on behalf of the school (such as the Portland Schools Foundation, the school based threat assessment team, or the Schools Uniting Neighborhoods Community Schools providers); and a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request from the receiving school district, Portland Public Schools discloses education records, including special education evaluation services, without consent to officials of another school district in which a student seeks or intends to enroll.

Portland Public Schools Required annual notices for families, continued

D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-46052
All PPS records policies are located [here](#).

3. Release of student information to military and college recruiters

The No Child Left Behind Act of 2001 requires school districts to provide, upon request, the names, addresses and phone numbers of juniors and seniors to military recruiters and colleges or universities.

If you do not want the school district to provide information about your student to either the military or colleges or universities, you have an opportunity to "opt out." To do so, you must check the box marked "NO" next to one or both of the categories (Military or College/University) on the student's registration form or the yearly verification form and then sign and return the form immediately to your school. If your child is over 18, he or she must also sign the form. If you do not check "NO" or if you fail to return the registration/verification forms, the school district must release the student information to military or college recruiters upon their request. Once this information is released, the district cannot control how these institutions use the information. A list of the guidelines on military recruiters' and colleges' access to information can be found [here](#) or at www.pps.net/Page/2614.

4. Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the U.S. Department of Education: political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and instructional material used as part of the educational curriculum.
- These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under state law. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901

Title I: Parents' "right to know"

Upon the request of a parent, a Title I school must disclose, in a timely manner, at a minimum:

- A. Whether the teacher has met state licensure requirements for the grade-level and subject area in which they are currently teaching.
- B. Whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived.
- C. The baccalaureate degree major of the teacher, any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- D. Whether the child is provided services by a paraprofessional, and if so, their qualifications.
- E. In addition to notification of their right to request information on the professional qualifications of their child's teacher, schools must also provide timely notice to parents if a child is assigned to, or has been taught for more than four consecutive weeks by a teacher that is not highly qualified.

6. Distribution of Information from non-school groups:

Under Board Policy 3.30.35 and Administrative Directive, schools may distribute information from certain non-PPS groups. The groups providing this information are not endorsed or sponsored by Portland Public Schools. District policy prohibits discrimination on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex, and sexual orientation BP 1.80.020. Not all outside groups comply with the district's non-discrimination policy. Families are strongly encouraged to review all materials closely.

7. Annual Restraint and Seclusion Report

Portland Public Schools completes an annual report detailing the use of physical restraint and seclusion for the preceding school year. The report is available at our [PPS website](#) or www.pps.net/Page/2075.

My name • Mi nombre es • Tên em là • 我的姓名
My teacher's names • El nombre de mis maestros/as • Tên thầy/cô lớp em • 我老師的姓名
My family service worker • Mi Trabajador/a de la Familia es • Người trong gia-đình em để liên lạc • 幫助我家庭的服務部職員
School name • Nombre de la Escuela • Người trong gia-đình em để liên lạc • 學校的名
Room number • Número de la Clase • Trung tâm • 課室號碼
School phone number • Teléfono de la Escuela • Phòng số • 學校電話
Center address • Dirección de la Escuela • Điện thoại của trung tâm • 地址
My class time • Horario de clase • Địa chỉ trung-tâm • 上課時間



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, audiotope, 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 USDA Program Discrimination Complaint Form, (AD-3027) found online at: <https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint>, 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.

De acuerdo con la Ley Federal de derechos civiles y el Departamento de Agricultura de Estados Unidos (USDA por sus siglas en inglés), regulaciones y pólizas de derechos civiles, sus agencias, oficinas y empleados, instituciones participantes o que administran programas de USDA tienen prohibida la discriminación basada en raza color, origen nacional, religión, sexo, identidad de género, (incluyendo expresión de género), orientación sexual, discapacidad, edad, estado marital/parental, ingresos derivados de programas de asistencia pública, creencias políticas, represarías por anteriores actividades de derechos civiles, en cualquier programa o actividad desarrollada o financiada por USDA (no todas las bases aplican a todos los programas). Soluciones y plazos de presentación de quejas varía por programa o incidente.

Personas con discapacidades que necesitan medios alternativos de comunicación de la información del programa (por ejem. Braille, Letra grande, cintas de audio, Lenguaje de Señales Americano, etc.), deberán consultar a la Agencia responsable o USDA Centro TARGET en el teléfono (202) 720-2600 (voz y TTY) o contactar USDA a través del servicio Federal de transmisión en el teléfono (800) 877-8339. Adicionalmente, programas de información auditiva quizás estén disponibles en diferentes idiomas diferentes al inglés. Para presentar una queja de discriminación en el programa, complete la forma "USDA Discrimination Complaint Form, AD-3027", que podrá encontrar en el internet en https://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12_0.pdf y en cualquier oficina USDA o escriba una carta dirigida a USDA y en la carta incluya toda la información requerida en la forma. Para solicitar una copia del formulario de quejas, llame al (866) 632-9992. Envíe su formulario o carta completa a USDA a través de:

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

Esta institución es un proveedor que ofrece igualdad de oportunidades.

Theo luật dân quyền của Liên Bang, và quy định và chính sách về dân quyền của Bộ Nông Nghiệp Hoa Kỳ (USDA), USDA, các cơ quan của USDA, văn phòng, nhân viên, và các tổ chức tham gia hoặc quản lý các chương trình của USDA không được phép phân biệt đối xử dựa trên chủng tộc, màu da, nguồn gốc quốc gia, giới tính, thương tật, tuổi tác, hoặc trả đũa hay trả thù các tiền hoạt động dân sự trong bất kỳ chương trình hay hoạt động nào do USDA thực hiện hay tài trợ.

Người khuyết tật cần phương tiện truyền thông thay thế để nhận được thông tin của chương trình (chẳng hạn như Chữ Nổi cho Người Mù, chữ in lớn, băng ghi âm, Ngôn Ngữ Dấu Hiệu Mỹ, v.v.) nên liên lạc với Cơ Quan (Tiểu Bang hay địa phương) mà họ đã nộp đơn xin trợ cấp. Người bị điếc, khiếm thính hoặc có khuyết tật về âm ngữ có thể liên lạc với USDA thông qua Dịch Vụ Tiếp Âm Liên Bang theo số 800-877- 8339. Ngoài ra, bên cạnh tiếng Anh, thông tin của chương trình còn có sẵn trong các ngôn ngữ khác.

Để nộp đơn khiếu nại về phân biệt đối xử trong chương trình, hãy hoàn tất Mẫu Đơn Khiếu Nại Phân Biệt Đối Xử trong Chương Trình USDA, tìm thấy trực tuyến tại: http://www.ascr.usda.gov/complaint_filing_cust.html, và ở tại bất kỳ văn phòng USDA nào, hoặc viết thư cho USDA trong đó ghi tất cả các thông tin yêu cầu trong mẫu đơn. Để yêu cầu bản sao của mẫu đơn khiếu nại, hãy gọi 866-632-9992. Hãy nộp mẫu đơn đã hoàn tất hoặc thư của quý vị đến USDA bằng:

1. thư tín: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410
2. điện sao (fax): 202-690-7442; hoặc
3. điện thư (email): program.intake@usda.gov.

Cơ sở này là nơi cung cấp cơ hội bình đẳng.

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方案資料需要替代溝通方式(例如點字，大字，錄音帶，美國手語等)的殘障人士，應聯絡機關(州或地方)申請福利。聽障，重聽或言語障礙人士可透過聯邦中繼服務 (Federal Relay Service) 電話 800-877-8339 聯絡美國農業部。此外，方案資料提供 英語以外的語言。要提出方案歧視投訴，請填妥表格 USDA Program Discrimination Complaint Form, (AD-3027)，表格可上網：http://www.ascr.usda.gov/complaint_filing_cust.html 下載與 向美國農業部辦事處索取，或寫信郵寄至美國農業部並隨信附上表格要求的完整資料。欲索取投訴表格請撥 打電話 866-632-9992。填妥的表格或信件繳交至美國農業部的方式 如下：

1. 郵寄：U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410
2. 傳真：202-690-7442
3. 電子信箱：program.intake@usda.gov。

本機構是提供平等機會。