



neighborhood
house



Parent Handbook

Neighborhood House

Early Childhood Education Programs

2022-2023 Program Year

Dear Parents,

Welcome to the 2022-2023 program year! We are excited about having your family be a part of our Early Childhood Education programs this year. The Parent Handbook is designed to provide you with the information you will need to ensure that your family gets the most out of your early childhood education experience. Please take some time to familiarize yourself with this handbook and use it as a handy reference throughout the year.

During your time with us, our staff will be partnering with you to provide your child with experiences that will help them grow cognitively, socially, emotionally, and physically. We believe that the potential for the success of each child can be increased through a comprehensive program that strengthens your child's ability to deal with the present and flourish in the future.

As a parent, you are the first and most important teacher for your child, so we encourage you to participate fully in our program. You will be offered opportunities to become involved in classroom activities, to help develop center activities for families, and to have direct involvement in the decision making and planning process for the program. We are hopeful that your involvement in the program will enhance the future of both our program and your family.

Sincerely,
Lindsay Wills
Program Director

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WHO WE ARE

Head Start was developed in 1965 to help break the cycle of poverty by providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs. Preschool Promise, with a similar focus as Head Start, was developed in 2016 to meet the needs of families who do not qualify for Head Start.

A key tenet of the program established, is it be culturally responsive to the communities served, and that the communities have an investment in its success through the contribution of volunteer hours and other donations as non-federal share. Parent involvement is an important aspect of our programs and parents are asked to participate through parent committees and policy council, volunteering in the classroom, and engaging in parent education activities.

- The Head Start Program serves children ages 3-kindergarten in both part-day (3.5 hours) and full-day (7 hours) classroom settings
- The Preschool Promise Program serves children ages 4-kindergarten in a 7 hour day classroom setting
- The Early Head Start Center Based Program serves children ages 1-3 years old in a full-day (7.25 hours) classroom setting
- The Early Head Start Home Based Program serves children ages 1-3 years old in a weekly home visit based setting with bi-monthly classroom sessions (3 hours) for children 12 months and older

All programs serve eligible families in West Multnomah County.

Participants and their families are educated and supported so they have a better chance of being self-sufficient, healthy, socially and emotionally strong, and ready for school.

PROGRAM PHILOSOPHY

Neighborhood House's Early Childhood Education programs provide an opportunity for participants to learn, grow, and thrive in an environment that emphasizes parents as primary teachers, a co-operative environment between families, teachers, family advocates, home visitors, and other support staff, connection to community resources, and learning through self-directed play.

Our program believes individuals are unique and learn at different paces and through different opportunities and styles. Our program believes in meeting the needs of our participants and families and enhancing the learning experiences for everyone. We do this by embracing diversity and incorporating culturally and linguistically diverse curriculum and other educational materials into classroom and parent education components.

Our program is designed to meet the needs of and to provide school readiness skills to all eligible children, including those with special needs and disabilities, so our community's children and families are stronger for life.

STAFF CONTACTS

Visit our website at nhpdx.org/early-childhood or email us at earlylearning@nhpdx.org

Administrative Staff

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Emily Wallace
Nutrition Services Manager
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503-354-6783

STAFF CONTACTS

Your child's teacher



SITES

Head Start Locations

Stephens Creek Crossing

Administrative Office and Head Start Classrooms
6650 SW Capitol Hwy.
Portland, OR 97219

Markham Elementary School

Head Start Classroom
10531 SW Capitol Hwy.
Portland, OR 97219

The Ramona

Head Start Classrooms
1550 NW 14th Ave.
Portland, OR 97209

Portland State University - ASPSU

Smith Memorial Student Union Bldg. Room 126
1825 SW Broadway St.
Portland, OR 97201

Helen Gordon

1609 SW 12th Ave.
Portland, OR 97201

EMERGENCY POLICIES

Emergency Preparedness

Monthly fire drills and regular earthquake and disaster drills are conducted to ensure proper preparedness for an emergency.

There is a evacuation route posted in each classroom. Each classroom also has an emergency supply kit and staff are trained in CPR and first-aid. Emergency contacts for each child are kept in the classroom and taken on any evacuation drill and field trip. Please update when needed.

In the case of an evacuation, parents will be notified and pick up arrangements will be made depending on the nature of the emergency.

If an emergency requires children and staff to evacuate the building, children will be taken to the following locations:

Emergency Evacuation Site for Stephens Creek Crossing

Hillsdale Community Church
948 SW Capital Hwy, Portland Oregon

Emergency Evacuation Site for Markham Elementary

Holly Farm Park
10819 SW Capital Hwy, Portland Oregon

Emergency Evacuation Site for The Ramona

Vibrant Apartments
1620 NW 14th Ave
Portland, OR 97209

ELIGIBILITY & PLACEMENT

Eligibility

Program eligibility is based the following criteria:

- Income of the family
- Age of the child
- Residence
- Child's disability or suspected disability
- Other risk factors

Considerations:

- Families receiving SNAP, foster children, homeless children (as defined by the McKinney-Vento Act), and children whose family income includes certain forms of public assistance are automatically eligible for the Head Start program, though they are not automatically selected for the program.
- A minimum of 10% of enrolled slots are made available to children with documented disabilities.
- Children who were over-income during the previous program year will have their income reverified.
- Families that reside outside of our service area (West Multnomah County) must receive a waiver from their local Head Start program before enrolling in our program.

Selection Process

Criteria for selection is reviewed, revised and approved by the Policy Council annually. Selection for enrollment is based on a rating system that assigns points based on the criteria in the eligibility section.

ELIGIBILITY & PLACEMENT

Wait-Lists

Wait-lists are maintained according to income eligibility and points; any opening during the school year will be filled from the wait-list.

Classroom Placement

Classroom placements are based on availability. Our Head Start and Preschool Promise classrooms are made up of 3 and 4 year-olds and have a mix of gender and individual needs. Placement requests will be taken into consideration but no guarantees will be made.



ATTENDANCE

Early Head Start Attendance

Families are expected to **actively** participate in weekly home visits OR a combination of bi-monthly home visits and bi-monthly classroom times. If a home visit needs to be re-scheduled, families must notify their home visitor as soon as possible to re-schedule. If a home visit is canceled and not rescheduled, participants will not be eligible to participate in the following classroom time. If a family is unwilling or unable to participate in weekly or bi-monthly home visits, enrollment will be terminated and the slot will be given to another family on the wait-list.

Head Start Attendance

It is important that your child attends school regularly to get the most out of the program and ultimately be prepared for kindergarten.

Classes begin at _____. **Classes end at _____.**

Being on-time helps your child transition to and from school more easily.

In addition to attending class, Head Start families are required to participate in 4 home visits and 2 Parent/Teacher conferences each program year.

ATTENDANCE

Absenteeism

When your child is absent you must call their teacher before class starts and tell them why your child is absent. We are required to record attendance daily, as well as record reasons for absences. The only absences that will be excused are in the case of illness and/or medical appointments.

Head Start guidelines require that children maintain an attendance rate of 85%. If a family is having challenges maintaining consistent attendance, Head Start staff will aid the family in identifying those challenges and provide appropriate support.

If a family's attendance falls below 85% or if a family is absent for two consecutive weeks, the family must adhere to an attendance plan.

Enrollment will be terminated for any child who is chronically absent or absent for more than 3 weeks in a row. Their slot will be given to the first child on the wait-list. If the family wishes for their child to re-enroll, they will have to reapply and will then be placed on the wait-list.

Vacations

Vacations are not considered excused absences. All vacations should be planned around school breaks. If a vacation is planned that overlaps with school days, it must be approved by the Education and Inclusion Services Manager and/or the Health and Family Services Manager.

ATTENDANCE

Sick Policy

Home Based: If you, your child or someone else in your home is sick and you have a Home Visit, please call your home visitor as soon as possible to re-schedule.

Center Based: If your child is too sick for school, please call your child's teacher before class begins to report the illness. Please contact your child's teacher in advance for any scheduled medical appointment.

When a child is sick it is important to let them rest. Give them lots of plain water and tea and have books and other quiet toys on hand to keep them occupied in between naps. Please do not give them fever/pain reliever before sending them to school.

Please keep your child home if your child has:

- a fever above 100.4 F;
- Diarrhea, vomiting or nausea;
- A severe cough;
- Unusual yellow color to skin or eyes;
- Skin or eye lesions or rashes that are severe, weeping, or pus-filled;
- Stiff neck and headache with one or more of the symptoms listed above;
- Difficulty breathing or abnormal wheezing;
- Complaints of severe pain.

I understand my child will be sent home with any of the symptoms listed above or with any symptoms that prevents my child from active participation in usual school activities. I will cancel my home visit if the above is true for anyone living in my home.

ATTENDANCE

Lice

Although head lice is not categorized as a communicable disease, it is recognized as a health issue that can affect a student's focus and comfort and can be passed on to other students in a classroom setting if the students are not following good health practices.

We follow Portland Public Schools Head Lice Policy, which is the following:

- A student with live lice should be excluded from school, and sent home with lice treatment information.
- A student with no live lice may return to school, even if nits are present. Parents are strongly urged to remove all nits from their child's hair to help prevent re-infestation.
- Students will be re-checked for lice and nits upon initial re-entry and at 7 and 14 days after re-entry into school.

If live lice are present, the student will be excluded from school again. After 14 days if live lice remain present, the student will be excluded again and must remain out of school until there are no lice or nits.

<https://www.pps.net/Page/6764>

Families who need help with lice treatment should contact their Family Advocate or Home Visitor.

An exposure notice will be sent to all families with children who may have been exposed to live lice.

ATTENDANCE

Clothing

Please dress your child in washable, comfortable clothing so they are ready to play and get dirty. We believe that the outdoors are an extension of the classroom where children are able to get exercise, play with peers, and develop lifelong skills. Children will go outside daily, even in light rain, unless it is unsafe to do so.

Children will have opportunities to paint, play in the sandbox and water table, and have other sensory experiences that might be messy.

Please keep the following in mind:

- Children need an extra set of clothes to keep at school in case of accidents or soiled clothing.
- If a child is sent home in their extra set of clothes, families must bring items to replace what was used, preferably at the beginning of following school day.
- Shoes must be worn at all times at school in case of a fire or a need to go outside immediately.
- For safety reasons children must wear **close-toed shoes** like sneakers – ***please do not send your child to school in sandals, flip-flops or heels.***
- In the winter send your child to school with a warm jacket, hat, and gloves or mittens (please talk to the family services staff if you need any assistance with winter clothing).
- Please label all clothing with your child's name; Neighborhood House ECE Programs are not responsible for any lost clothing items.



ATTENDANCE

Outside Foods and Sundries

No outside food, drinks, gum, body care or oral healthcare products are allowed in the classroom or at group socials. All food will be provided by the program and will meet health department standards for preparation and storage.

Personal Belongings

Personal belongings, including toys and personal items such as gum, lip balm, or money, should remain at home so they do not get lost or broken and to avoid conflicts in the classroom.

Inclement Weather

Sometimes school is closed due to unsafe weather conditions. If school is closed, opening late or closing early we will send out a text alert and information will also be available on the Flash Alert website for Neighborhood House under the organizations tab or enter this link: <https://flashalert.net/news.html?id=4022>



DROP-OFF/PICK-UP

Drop-Off/Pick-Up

Please make sure you drop off and pick up your child on time! Attendance is taken at the beginning of class and instructional time begins immediately after school starts. Teachers have limited time to prepare for the next class and clean up at the end of the day.

If you are more than 5 minutes late to pick up, staff will call you. If you cannot be reached, people on your child's approved pick-up list will be contacted. If no one can be reached in 20 minutes, non-emergency police and the child abuse hot-line will be called due to child abandonment.

Please do not use your cellphones during drop-off/pick-up times.

Authorized Pick-Up List

Only authorized persons will be allowed to pick-up your child. Individuals who are picking up a child must be at least 14 years of age and have photo ID to prove their identity. This is for the safety of all children in our program.

Parents may add or change their child's authorization to pick-up at any time. All changes must be made in person. Teachers will keep an updated list for each child in the respective classroom.

If an individual arrives to pick-up and is incapacitated due to alcohol or drug use, staff will request for another adult to pick-up or will call the police for assistance.

DROP-OFF/PICK-UP

Parking

Parking at our program sites can be limited. For the safety of everyone, **do not double park or block** driveways. Please have children get out of cars on the sidewalk side of the car.

Parking at Stephens Creek Crossing: There are some 15 minute parking spaces on SW 26th Ave. for pick-up and drop-off. Parking is not allowed in the Mittleman Jewish Community Center parking lot or in the apartment building parking lots on Capitol Hwy.

Parking at Markham Elementary: Please park in spaces only. Do not double park.

Parking at The Ramona: Pay attention to signs in surrounding zoned parking areas

Pedestrian Safety

Pedestrian Safety Tips for Parents: Our programs acknowledge the importance of teaching children pedestrian safety. Below are tips to teach your child to be safe around traffic:

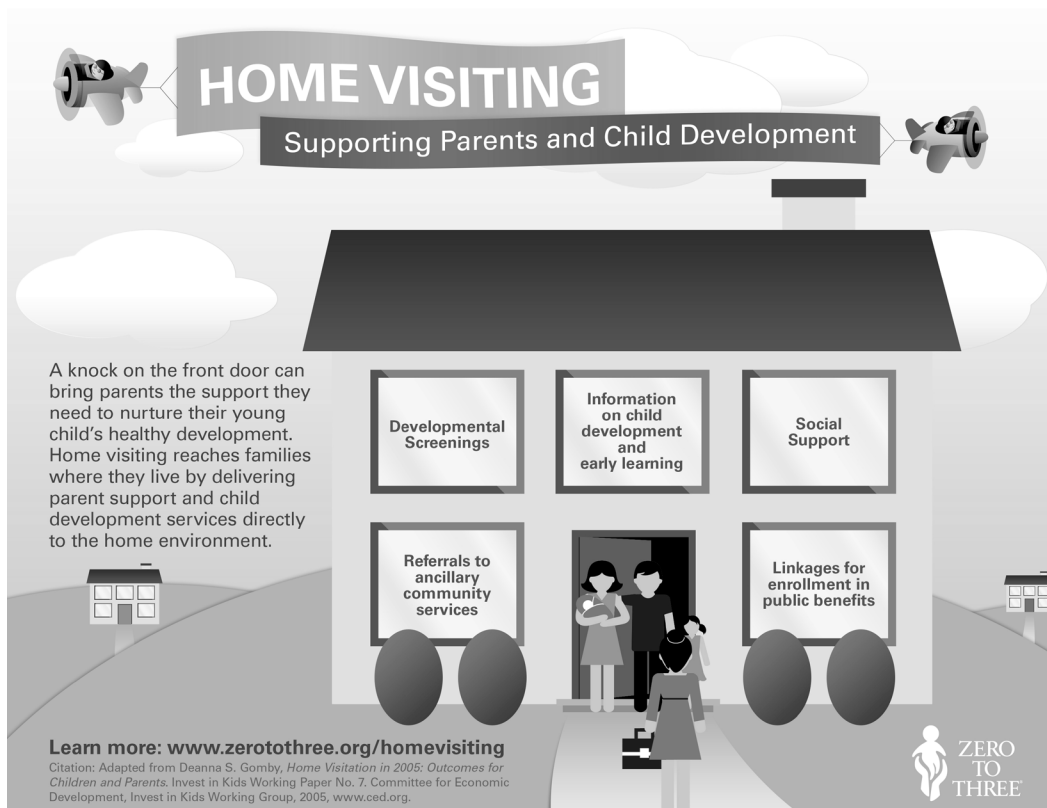
- Teach your child to look both ways before crossing a street and only cross at designated cross-walks.
 - Put your phone away while walking along the street and crossing streets.
 - Always accompany your child while crossing the street.
 - Teach your child to wait at the bus stop and stay close to the stop until the bus has opened the door.
 - Teach your child to be alert for cars backing out of parking spots and driveways.
-

EDUCATION SERVICES

Early Head Start

Early Head Start is a home-based program. Home visitors conduct weekly visits for students 0-12 months OR bi-monthly visits paired with bi-monthly classroom time for students 12 months-3 years old. Home visitors provide support, education, and positive parenting modeling, utilizing Parents as Teachers (PATs) curriculum. The program utilizes a hands-on approach and full participation from the child's parent/guardian.

Bi-monthly classroom time provides children opportunities to practice their social skills with peers and get used to a classroom. The classroom is set up with sensory, play, and work stations in a safe, child friendly environment.

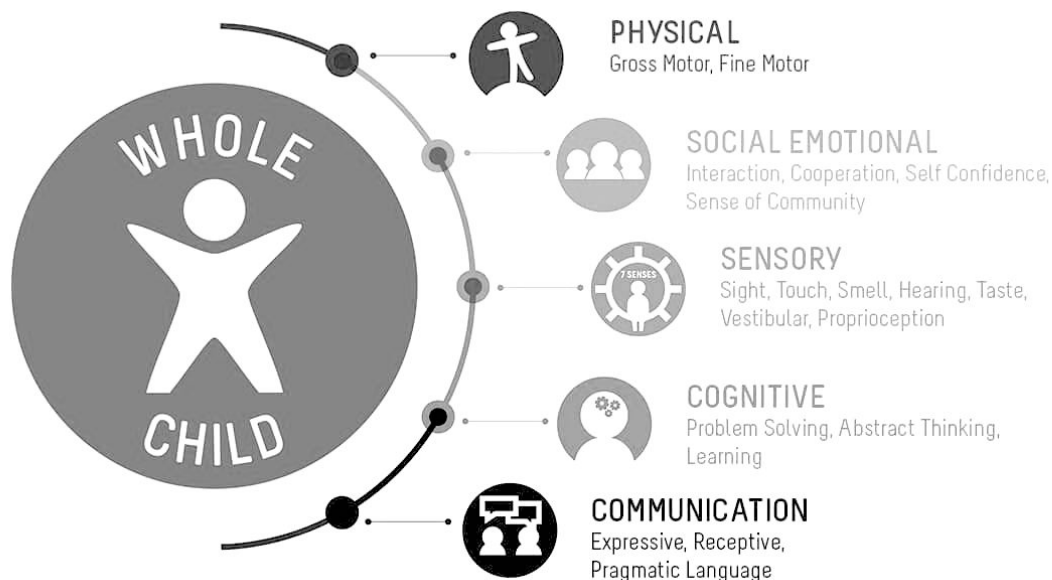


EDUCATION SERVICES

Head Start and Preschool Promise

Our preschool programs use a play-based curriculum, in which children develop the necessary skills in the four developmental domains: cognitive, language and literacy, physical, and social/emotional to success-fully enter kindergarten. The learning environment in our classrooms are set up in centers where children learn through interactions with their peers and the teaching staff.

Our preschool programs use the Creative Curriculum and Teaching Strategies GOLD to observe and assess children's developmental progress throughout the year. Teachers share their observations and assessment results with parents three times a year during conferences and the second home visit.



EDUCATION SERVICES

Transition to Head Start or Preschool

Around 30 months of age Early Head Start participants will start the transition process. This includes: Talking with the families about their pre-school needs, working with teachers on school readiness, and visiting the preschool classroom.

If parents wish to enroll their child who is enrolled in the program's Early Head Start, we will ensure, whenever possible, the child receives Head Start services until enrolled in Kindergarten, provided the child is eligible.

Transition to Kindergarten

Through Our School Readiness Goals, students have been working towards their preparedness for Kindergarten since stepping into our classrooms. These goals include: demonstrating initiative and independence, increasing their skills in basic problem-solving, asking questions to gather information and making predictions.

Parent participation is encouraged throughout the process; you are encouraged to seek out information on different kindergarten choices and to be your child's advocate. Visiting your child's new school, participating in their open house, meeting their new teachers and being positive through the process can all be helpful in getting your child familiar and comfortable with their new classroom environment. Talk to your Family Advocate for more information.

For children with an IFSP, the local education service district will work with our program and parents to follow legal requirements. Our program and Inclusion Coordinator will support both the family and the child through the process of transition.

BEHAVIORAL GUIDANCE

Positive Discipline

The Head Start and Early Head Start programs use the Positive Behavior Interventions and Supports (PBIS) framework, also known as the Pyramid Model, to guide children's behavior and create positive environments in the classroom and during home visits. PBIS is a conceptual framework of evidence-based practices that promote healthy social and emotional development and prevent challenging behavior by supporting positive relationships, creating engaging environments, providing concrete teaching strategies, and when necessary, creating individualized interventions for young children.

The PBIS pyramid includes three tiers of intervention practice: universal promotion for all children, secondary preventions to address the intervention needs for children at risk of social emotional delays, and tertiary interventions needed for children with persistent challenges. If persistent challenging behavior occurs, teachers will work with parents and other staff members to create an individualized behavior plan to help the child be successful in the classroom.



INCLUSION SERVICES

Disabilities and Mental Health

Our classrooms are positive and inclusive environments. Head Start performance standard 1305.6(c) requires at least 10% of enrollment opportunities be made available to children with identified special needs.

Our program partners with various education service districts to provide individualized education plans and with mental health consultants, to ensure a positive environment for all children through classroom coaching and working with individual children, as needed.

Our classrooms implement the Positive Behavior Interventions and Supports (PBIS) framework, also known as the Pyramid Model, to guide children's social/emotional development and create supportive environments for all children.

Developmental Assessments

Teachers and home visitors use the Ages and Stages Questionnaire (ASQ) and Ages and Stages Questionnaire: Social/ Emotional (ASQ:SE) to assess development in all developmental domains: language, physical, cognitive, and social/emotional. Both screenings are conducted during home visits with parents.

Inclusion Services

Teachers, in collaboration with our Inclusion Coordinator and Early Childhood Mental Health Consultants, work to support a program-wide culture that promotes children's mental health, social and emotional well-being, and overall health. As a team with families, we provide supports for effective classroom management and positive learning environments; supportive teacher practices; and strategies for supporting children with challenging behavior and other social, emotional, and mental health concerns.

NUTRITION SERVICES

Meals

Head Start participates in the Child and Adult Care Food Program (CACFP), which provides partial funding and guidelines to help serve healthy meals to children. Morning Head Start classes serve break-fast and lunch. Full-day Head Start classes serve breakfast, lunch and snack. Lunches or snacks are served at Early Head Start group socials. Meals are nutritious and provide children with opportunities to try a variety of foods.

Parents are encouraged to provide feedback and suggestions on the menu. Weekly menus are posted in each classroom.

Nutrition Assessment

Good nutrition is vital to good health. Head Start requires that each child enrolled in the program be screened for nutritional concerns. Completing a nutrition assessment can help identify possible nutritional inadequacies.

Children need to be exposed to foods that support healthy development and promote a quality life at an early age. Providing information to parents on ways to improve a child's diet can promote good health now and in years to come.

Special Diets and Food Allergies

Children with medically necessary special diets or food allergies will be given substitutions with a signed authorization form from their health care provider. If you have any questions about special diets, food substitutions, or food allergies please talk to the Nutrition Coordinator.

HEALTH SERVICES

Health Services

Health is an important component of our programs. Our program partners with parents and health professionals to ensure children's health needs are met, including medical and dental visits, nutrition and safety education, and vision and hearing screenings. Wellness encompasses so much more than just physical health.

Medications

Our staff will only administer medication if failure to receive medications during the school day jeopardizes the child's health. Medications will only be given if they are in the original prescription or OTC containers and all authorization forms are signed by the parent.

If medication is given, staff will fill out the medication log immediately after administration of the medication and parents will be shown the log daily. The medication log is reviewed regularly with the parent.

Contact the Health and Family Services Manager with any questions.

Individual Health Care Plan

If a child needs medications at school or has an acute or chronic health condition that affects their ability to fully participate in all activities at school, parents are required to get their child's Health Care Provider to fill out our Individual Health Care Plan.

Contact the Health and Family Services Manager for more information.

HEALTH SERVICES

Immunizations

Proof of immunizations are collected during the intake process and are required by law for children to attend the program. Each child must start the required vaccines before entering the program or show proof of a medical or non-medical exemption. The required vaccinations are: DTaP, Polio, MMR, Varicella, Hepatitis A, and Hepatitis B and HIB.

Vaccination requirements will vary depending on the age of your child. If needed, your Family Advocate can help you locate low-cost immunization clinics.

Physical and Dental Exams

A goal of the program is to make sure children are healthy and ready to learn. To ensure children are healthy and to meet state requirements, each child attending our programs are required to have an up-to-date physical and dental exam.

Family services staff will provide parents/guardians with physical and dental exam forms for your health care providers to fill out. Parents/guardians will be responsible for returning all health forms. If you do not have health insurance, family services staff will assist you in obtaining the necessary medical exams.

HEALTH SERVICES

Health Screenings

Screenings help staff identify your child's strengths and needs in the areas of health and development and are required of all Head Start and Early Head Start programs. During the year your child will be assessed in the various developmental domains (physical, social/emotional, cognitive, and language), height and weight, vision, and hearing. If there are any concerns about your child's screenings you will be contacted and staff will work with you to create a follow-up plan for your child.

Hearing Screenings: An Otoacoustic Emissions (OAE) machine is used for hearing screenings. It is a hand-held device that evaluates the tiny echoes produced by the ear in response to a mild clicking sound delivered by the probe.

Vision Screenings: Our program uses a photo vision screener to take pictures of your child's eyes to detect possible vision problems. Children simply sit down and look into the front of the hand-held device from about three feet away. The device takes a series of photos of your child's eyes and determines whether your child needs a complete eye exam.

Growth Assessments: Growth assessments measure a child's height and weight and are completed twice a year.

Dental Screenings: Dental screenings and fluoride varnish are provided 2-3 times per year by a dental hygienist.

Oral Health in the Classroom

Teachers will assist students in brushing their teeth once a day to help instill positive and regular oral health habits.

FAMILY SUPPORT SERVICES

Resources

Our Family Advocates and Home Visitors provide families with the necessary referrals, support, education, and advocacy to assist with the basic needs so families can be strong and healthy. Whether a family needs help finding resources to pay their energy bill, want to sign their child up for low-cost swimming lessons or a parent wants to learn English as a second language, our family support staff can help connect families.

Home Visits and Family Goals

Family Advocates visit each families' home twice per year to help families connect to resources and to help families create attainable goals based on the family's needs.

Family advocates also provide education on health and wellness, and parenting topics such as:

- Affordable and healthy meals
- Recommended health and dental exams
- Fun and inexpensive activities for the families to do
- Potty training

Head Start recognizes that for families to thrive, they need services that wrap-around them with support and opportunities.

The program partners with various community organizations such as: Multnomah County Library, NUNM, Community Warehouse, NW Children's Outreach, Home Forward, WIC and IRCO.

PARENT ENGAGEMENT

Parents are strongly encouraged to participate in the program. Below are some ways to get involved:

Parent Meetings

Parent meetings are an opportunity for parents to come together and develop community. Meetings include discussions about improving and interacting with the program, parenting and child development topics and may include educational guest speakers.

Policy Council

The Policy Council is comprised of elected representatives from parent committees, program staff, and community members. Policy council is involved in program development, implementation, and evaluation. Parent committee representatives are responsible for communicating between the parent committee and Policy Council.

Parent Participation

Parents are encouraged to come to special events, learn strategies to be engaged in their child's learning, and gain skills to help their families be healthier and stronger.

Male Involvement

Our programs recognize the importance of father (or other prominent male figure) involvement in their child's learning. We will have specific opportunities for father engagement during the program year.

PARENT ENGAGEMENT

Volunteering

Our programs thrive when parents, guardians and community members volunteer in our programs. We have many different volunteer opportunities, including in the classroom, office, family social nights, Policy Council, program committees and more.

Classroom volunteers spend time doing a variety of tasks, including reading and playing with children, leading small group activities, and being a guest speaker at circle time. Children and teachers love having parents volunteer in the classroom!

Program volunteers must meet minimum age requirements and adult volunteers must pass a background check and train on general health and safety and child development

All volunteers must sign in and out of the volunteer log as the program is required to keep track of volunteer hours. If you are interested in volunteering, please ask your child's teacher for an application.

Interested in volunteering? Email earlylearning@nhpdx.org

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MISCELLANEOUS

Confidentiality

All information about our families will be considered confidential by the program and staff. Information will not be released, discussed, or shared with anyone outside the program without proper releases.

Children's files will be maintained in the classroom in a locked filing cabinet. Only team members working directly with a family and their supervisors have access to files and private information. Parents have the right to see their child's file upon request.

All program participants should understand that staff cannot discuss other participants in the program. Volunteers must remember that they are held to the same level of confidentiality standards while volunteering in the program and are unable to discuss participants or occurrences that take place in the program.

MISCELLANEOUS

Photographs

Permission forms will be signed during the enrollment meeting. The teaching staff use photographs and videos to collect observation data in the classroom and enter it into a secure database. Parents will need to give permission for photographs to be used outside the classroom for promotional materials by the agency

Child Abuse and Neglect

Oregon Law states that all early childhood staff are mandated reporters and are required to report any cases of suspected child abuse or neglect to the Department of Human Services (DHS).

Some examples of possible abuse would be unexplained bruises, visible physical injuries, or a report of abuse by the child. An example of neglect could be a young child left at home alone when they are not developmentally ready to do so. Staff receive training on mandated reporting yearly.

MISCELLANEOUS

Complaint Procedure

All clients served by Neighborhood House have the right to file a grievance against the agency, without fear of denial or reduction of services. A grievance is any complaint, problem, or issue with receiving services from Neighborhood House.

Any parent/guardian that has criticism, concerns, or complaints is asked to follow the grievance policy. The purpose of the grievance policy is to ensure an orderly process where grievances between Neighborhood House and clients are fairly and quickly resolved.

The grievance policy is as follows:

- Discuss the grievance with the person with whom you have concerns, if you feel safe to do so
- If the issue remains unresolved contact the Program Director – Lindsay Wills at 503-354-6769
- If the issue still remains unresolved contact your Policy Council representative and/or call the Executive Director of Neighborhood House –Chris Chiacchierini at 503-246-1663 x1111

Parent/Staff Relationships

We believe it is important to develop good relationships between parents and staff. Your child will benefit from positive interactions between parents and teachers, home visitors, family services staff, and program administrators. With that, there are professional boundaries in place to guide staff and protect your right of privacy and personal safety. Employees of Neighborhood House may not:

- Drive a client (child or parent) in their personal vehicle
 - Drive a client's vehicle
 - Allow clients or a client's relative to live in their home
 - Purchase any items from clients
 - Sell items to clients
 - Give clients personal items
 - Provide childcare to a client outside of Head Start
 - Date or be in a romantic relationship with a client
-

MISCELLANEOUS

Civil Rights Statement

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.

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1. Mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights
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2. Fax: (202) 690-7442
3. Email: program.intake@usda.gov

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