**A close-up of a child

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**ABOUT THE United Planning Organization (UPO)**

The United Planning Organization (UPO) is committed to developmental enrichment practices in its Early Head Start program. The approach is multi-disciplinary and considers the developmental and emotional levels of all children, as well as family support service areas. The approach focuses on all domains of early childhood development as well as family development.

Our program provides an individualized curriculum for all children, health services coordination, safe facilities and environments, family support services, and nutritional meals. Every child will be provided with opportunities to grow and enhance their cognitive and social skills. We have qualified staff that is committed to this philosophy by providing a variety of individualized planned activities. In addition, we are committed to involving parents in every aspect of their child’s education and the program decision-making process. Given the consideration of the aspirations for their families, we will enhance our ability to provide appropriate services to children and families.

**Our Vision**

UPO’s Washington: A city of thriving communities and self-sufficient residents.

**Our Mission**

Uniting People with Opportunities

**Community Action Agency Promise**

Community Action changes people’s lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other.

We are educators. We are dream-builders.

We are opportunity-makers.

**Office Of Early Learning**

**Mission**

In collaboration with families and the community, we will educate, empower and support children by providing continuous high-quality comprehensive services to achieve successful parent engagement and positive child outcomes.

**Vision**

To exercise leadership in the planning, development, and implementation of comprehensive child and family development service systems in collaboration with our delegate agencies and other public and private partners.

A baby with a pacifier in his mouth

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***UPO Main Number: (202)238-4600***

***UPO Main Number: (202)238-4600***

**Office of Early Learning**

**ADMINISTRATIVE STAFF DIRECTORY**

|  |  |  |  |
| --- | --- | --- | --- |
| OEL Headquarter Staff | | | |
| **NAME** | **EXT.** | **POSITION** | **EMAIL** |
| Carmen Herrera | (202)238-4733 | Eligibility Data Specialist | cherrera@upo.org |
| Dionne Dennis | (202)238-4651 | Fiscal Program Manager | ddennis@upo.org |
| Elizabeth Smith | (202)924-0029 | Disability Services Assistant | esmith@upo.org |
| Frank Heisler | (703)624-5273 | Fiscal Grant Specialist | fheisler@upo.org |
| Gerika Brownlee | (202)238-4723 | Senior Program Director In School Sites | gbrownlee@upo.org |
| Gisela Hurtado | (202)238-4684 | Senior Program Director Community Sites | ghurtado@upo.org |
| Gordon James | (202)238-4685 | Facilities Manager | gjames@upo.org |
| Jane Nwoke | (202)238-4770 | Senior Program Assistant Community Sites | jnwoke@upo.org |
| Janet Smith-Coles | (202)238-4624 | Facilities Technician | jcoles@upo.org |
| Jerusha Nixon-Baugh | (202)238-4750 | Executive Assistant | jnixon@upo.org |
| Jordan Brown | (202)238-4674 | Nutrition Services Specialist | jbrown@upo.org |
| Keena Howse | (202)815-0324 | CDA Paraprofessional Program Assistant | khowse@upo.org |
| Kimberly Beaman-Thompson | (202)238-4680 | Office Assistant | kthompson@upo.org |
| Larry Whitaker | (202)904-5232 | Facilities Technician | lwhitaker@upo.gov |
| OEL EHS Homebase | | | |
| **NAME** | **EXT.** | **POSITION** | **EMAIL** |
| **Yanet Hernandez** | **202-238-4605** | **Home Base Manager** | **yhernandez@upo.org** |
| Ana Artiga Gallegos | (202)658-8912 | Home Visitor | aartigagallegos@upo.org |
| Glenda Diaz | (202)468-5417 | Home Visitor | gdiaz@upo.org |
| Griselda Hernandez Herrera | (202)294-9734 | Home Visitor | gherrera@upo.org |
| Jessica Valencia | (202) 430-7573 | Home Visitor | jvalencia@upo.oeg |
| Juan Palacios | (202) 409-7121 | Home Visitor | jpalacios@upo.org |
| Lucia Mizhquero | (202) 617-7549 | Home Visitor | lmizhquero@upo.org |
| Rosario Rubio | (202) 672-4583 | Home Visitor | rrubio@upo.org |
| Roxana M Rivas | (202) 713-0816 | Home Visitor | rrivas@upo.org |
| OEL EHS Family Engagement Specialists | | | |
| **NAME** | **EXT.** | **POSITION** | **EMAIL** |
| **Ada Bonilla** | **(202) 430-3800** | **Family Services Manager** | **abonilla@upo.org** |
| **Maureen Murray** | **(202) 843-2861** | **Family Services Manager** | **mmurray@upo.org** |
| Amah Diaby | (202) 578-2573 | Family Engagement Specialist | adiaby@upo.org |
| Brenda Balcazar | (202) 815-3424 | Family Engagement Specialist | bbalcazar@upo.org |
| CheQuelle Cooper | (202) 815-5390 | Family Engagement Specialist | ccooper@upo.org |
| Cindy Campos Flores | (202) 843-2862 | Family Engagement Specialist | ccamposflores@upo.org |
| Eduardo Solares | (202) 430-3219 | Family Engagement Specialist | esolares@upo.org |
| Iscela Carballo | (202) 699-2728 | Family Engagement Specialist | icarballo@upo.org |
| Jacqueline Diaz | (202) 843-2869 | Family Engagement Specialist | jdiaz@upo.org |
| Juwan Jordan | (202) 578-2543 | Family Engagement Specialist | jjordan@upo.org |
| Kimberly Ponce | (202) 725-7788 | Family Engagement Specialist | kponce@upo.org |
| Lawren Baltimore | (202) 631-3904 | Family Engagement Specialist | lbaltimore@upo.org |
| Melanie Prillaman | (202) 441-9324 | Family Engagement Specialist | mprillaman@upo.org |
| Nicole Humphrey | (202) 843-2865 | Family Engagement Specialist | nhumphrey@upo.org |
| OEL EHS Early Learning Specialists | | | |
| **NAME** | **EXT.** | **POSITION** | **EMAIL** |
| **Tameeka Byrd** | **(202) 843-2870** | **Early Education Manager** | **tbyrd@upo.org** |
| **Christen Berger** | **(202) 578-5633** | **Early Education Manager** | **cberger@upo.org** |
| Cheryl Ross | (240) 478-5100 | Early Learning Specialist | cross@upo.org |
| Kitana Bishop | \_\_\_\_\_\_\_\_ | Early Learning Specialist | kbishop@upo.org |
| Lakesha Grier | (202) 527-2309 | Early Learning Specialist | lgrier@upo.org |
| Margaret Jarboe | (443) 223-1121 | Early Learning Specialist | mjarboe@upo.org |
| Mariel Sanchez | (202) 834-0345 | Early Learning Specialist | msanchez@upo.org |
| Vilmaire Tazara | \_\_\_\_\_\_\_\_ | Early Learning Specialist | vtazara@upo.org |
| Atehawung Nguasong | 301-957-8871 | Early Learning Specialist | anguasong@upo.org |
| Mabintou Ndiaye | 202-699-0536 | Early Learning Specialist | mndiaye@upo.org |

**EARLY HEAD START PROGRAM OVERVIEW**

**BIRTH TO THREE SERVICES**

**Early Care and Education**

**Infants, Toddlers, and Twos**

The Office of Early Learning (OEL) provides comprehensive child development services to age and income-eligible children and families in the District of Columbia. We specialize in helping children from birth to five develop the social-emotional, physical, cognitive, and language skills required for a successful transition to their next level of education. We also provide services for pregnant women. Through meeting Early Head Start/Head Start and OSSE standards, we promote healthy prenatal outcomes, enhance the development of infants and toddlers, and promote positive adult-child relationships.

**Intake Policies And Procedures**

Parents are encouraged to support our recruitment and enrollment efforts by referring friends, neighbors and family members to our program. If you have any questions or concerns, please contact the Center Director or your Home Visitor.

**Eligibility**

In order to be eligible for services through the Office of Early Learning, your family must meet eligibility requirements. To ensure eligibility, the Office of Early Learning requires three (3) documents from you. These documents include:

* Proof of birth
* Proof of income for 30 days preceding the date of application
* Proof of D.C. residency

**NOTE: In some cases, additional documents may be required**

**\*\*EHS Program does not charge fees for participation. \*\***

**(*Head Start Performance Standards 45 CFR Part 1305.9)***

|  |  |  |  |
| --- | --- | --- | --- |
| OEL Centers Locations  Hours of Operations 7:00 am – 6:00 pm *(varies per location)* | | | |
| **NAME** | **EXT.** | **POSITION** | **EMAIL** |
| Anacostia High School | (202) 698-2155 | 1601 16th St SE WDC 20020  **Natasha Terry** | nterry@upo.org |
| Atlantic Gardens | (202) 758-0339 | 4228 4th St SE WDC 20032  **Lakaya Pinkney** | lpinkney@upo.org |
| Azeeze Bates | (202) 388-7960 | 44416th St NE WDC 20002  **Nicole Ervin** | nervin@upo.org |
| Ballou High School | (202) 645-6689 | 3401 4th St SE WDC 20032  **Michele McNeely** | mmcneely@upo.org |
| C.W. Harris | (202) 546-5613 | 301 53rd St SE WDC 20019  **Juliet Wright-Fuller** | jwright@upo.org |
| Coolidge High School | (202) 734--0148 | 405 Sheridan St NW WDC 20011  **Felicia Echols** | fechlos@upo.org |
| Dunbar High School | (202) 724-4407 | 101 N St NW WDC 20001  **Victorine Fonge** | vfonge@upo.org |
| Eagle Academy Public Charter | (202) 238-4632 | 3425 10th Pl SE WDC 20032  **Cortinzia Whitcher** | cwhitcher@upo.org |
| Edgewood | (202) 529-1582 | 601 Edgewood Terr NE WDC 20017  **Laura Sampson** | lsampson@upo.org |
| Frederick Douglass | (202) 889-2080 | 3240 Stanton Rd SE WDC 20002  **Anita White** | awhite@upo.org |
| H.D. Woodson High School | (202) 724-8841 | 540 55th St NE WDC 20019  **Juliet Wright-Fuller** | juwright@upo.org |
| Ketchum Elementary | (202) 610-5872 | 1919 15th St SE WDC 20020  **Shirleeta Williams** | swilliams@upo.org |
| Luke C. Moore | (202) 671-6313 | 1001 Monroe St NE WDC 20017  **Lisa Greene** | lgreene@upo.org |
| Malcolm X | (202) 671-9787 | 1500 Miss. Ave SE WDC 20009  **Michele McNeely** | mmcneely@upo.org |
| Marie Reed Elementary | (202) 207-3862 | 2195 Champlain St NW WDC 20009  **Charmie Salas** | csalas@upo.org |
| Paradise | (202) 627-2220 | 3513 Jay St NE WDC 20019  **Jacqueline Lemons** | jlemons@upo.org |
| Randall | (202) 808-2632 | 1650 30th SE WDC 20020  **Crystal Stephens** | cstephens@upo.org |
| Roosevelt | (202) 939-3609 | 4301 13th St NW WDC 20011  **Joyce Koskey** | jkoskey@upo.org |

**HOME-BASED PROGRAM**

Each of our Early Learning Centers is led by a Center Director. Our teaching staff consists of qualified teachers with degrees. As per OSSE and Head Start regulations, we maintain a safe teacher-child ratio from 7:00 a.m. to 6:00 p.m*. (center hours vary from center to center)* Monday through Friday. We take every measure to ensure that the teachers within our centers are credentialed and have the appropriate amount of experience needed to provide your child with the best education possible. Additionally, to ensure our teachers continuously learn the newest and best practices in Early Education, all teaching staff must participate in at least 30 hours of training annually.

Each center is supported by a multi-disciplinary team of service area specialists. These specialists provide ongoing training and technical assistance to staff and parents. Members of the multi-disciplinary team represent Education, Health, Mental Health, Nutrition, Disabilities, and Family Advocacy.

All centers provide regular and periodic screenings, assessments, and services for every enrolled child. Family Engagement Specialists are assigned to each center and provide ongoing case management, referral, support, and crisis intervention services.

In addition, each of our teaching teams is provided with an Early Learning Specialist who supports the teachers in implementing best practices and intentional teaching. Having an Early Learning Specialist as part of the team is a collaborative relationship designed to promote growth, knowledge, and skills in the teaching team. This research-based practice effectively promotes the development of children and families as they reach their school readiness goals.

The primary goal of each center is to provide a learning environment that supports your child’s thinking, stimulates self-exploration of their ideas, and provides developmentally appropriate experiences for children to observe, explore, and solve problems. The expected outcomes from our carefully designed learning environments include enhanced socio-emotional, intellectual, and physical development. Learning activities and environments are child-directed and teacher-initiated.

The Early Head Start Home Base Program provides free services to pregnant women and children up to three years old who meet the Federal Income Poverty Guidelines and are residents of the District of Columbia.

Trained Home Visitors conduct a 90-minute weekly session to help enhance children's physical, social, emotional, and intellectual development through the Parents as Teachers Curriculum activities and to assist pregnant women with prenatal and post-partum supports and resources.

**PROGRAM BENEFITS**

**The benefits associated with UPO OEL programs (center-based and home-based) are:**

* High-quality learning environments that promote and foster cognitive development, creativity, and independent thinking.
* Physical activities that develop fine and gross motor skills;
* Environments that are healthy and safe;
* Ongoing teacher development and teachers that exceed State Regulations;
* Health services that focus on early intervention and prevention with linkages to health care providers in the larger community if needed;
* Nutritious meals that include breakfast, lunch, and snacks Monday through Friday;
* Instructional lessons that meet the individual needs of your child;
* Yearly developmental screenings are conducted.
* Ongoing individual assessments, parent-teacher conferences, daily individualized instruction for every child, along with child outcomes and progress reports three times per year;
* Parent engagement and family support.
* Recognition of diversity and culture, along with culturally competent activities and staff;
* Home - Based program offers weekly home visits and bi-weekly socializations.
* Home visits twice a year (beginning and end of the school year)

A child smiling at the camera

Description automatically generatedA child holding a stuffed animal

Description automatically generatedA close-up of a smiling baby

Description automatically generated

**PARENT RIGHTS AND RESPONSIBILITIES**

Early Head Start promotes school readiness by enhancing children's social and cognitive development. Early Head Start believes that parents are the child’s first teacher. It is the right of every parent to understand the role and impact of parent engagement on life success.

**parent code of conduct policy**

Office of Early Learning always requires the parents of enrolled children to behave in a manner consistent with decency, courtesy, and respect. One of the goals of UPO Office of Early Learning is to provide the most appropriate environment in which a child can grow, learn, and develop. Achieving this ideal environment is not only the responsibility of the employees of UPO Early Childhood Centers but is the responsibility of each parent or adult who enters the center. Parents are required to behave in a manner that fosters this ideal environment. **Parents who violate the Parent Code of Conduct will not be permitted on UPO Early Childhood property thereafter.**

1. Swearing/Cursing: No parent or adult is permitted to curse or use other inappropriate language on agency property at any time, whether in the presence of a child or not. Such language is considered offensive by many people and will not be tolerated. If a parent or adult feels frustrated or angry, it is more appropriate to verbally express the frustration or anger using non-offensive language. At NO time shall inappropriate language be directed toward members of the staff.
2. Threatening of Employees, Children, Other Parents or Adults associated with UPO Early Childhood Center: Threats of any kind will not be tolerated. In addition, all threats will be reported to the appropriate authorities and will be prosecuted to the fullest extent of the law. While apologies for such behavior are appreciated, the agency will not assume the risk of a second chance.

**PARENTS MUST BE RESPONSIBLE FOR AND IN CONTROL OF THEIR BEHAVIOR AT ALL TIMES.**

1. Physical/Verbal Punishment of Your Child or Other Children at UPO Early Childhood Center: While UPO Early Childhood Center does not necessarily support nor condone corporal punishment of children; such acts are not permitted in the child care facility. While verbal reprimands may be appropriate, it is not appropriate for parents to verbally abuse their child. Doing so may cause undue embarrassment or emotional distress. Parents are always welcome to discuss a behavior issue with the teacher and to seek advice and guidance regarding appropriate and effective disciplinary procedures.
2. Parents are prohibited from addressing, for the purpose of correction or discipline, a child that is not their own. Of course, no parent or other adult may physically punish another parent’s child. If a parent should witness another parent’s child behaving in an inappropriate manner, or is concerned about behavior reported to them by their own child, it is most appropriate for the parent to direct their concern to the classroom teacher and/or Center Director. Furthermore, it is wholly inappropriate for one parent to seek out another parent to discuss their child’s inappropriate behavior. All behavior concerns should be brought to the classroom teacher or director’s attention. At that point, the teacher and/or director will address the issue with the other parent. Although you may be curious as to the outcome of such a discussion, teachers and/or the Center Director are strictly prohibited from discussing anything about another child with you. All children enrolled in our agency have privacy rights and are further protected by our Confidentiality Policy. You may be assured that we will not discuss anything about your child with another parent or adult visiting the center.
3. Confrontational Interactions with Employees, Other Parents or Associates:
   * While it is understood that parents will not always agree with the employees of UPO Office of Early Learning centers or the parents of the other children, it is expected that all disagreements be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point, are strictly prohibited. Parents are welcome to direct their concern to the Center Director, Deputy Director and/or Vice President of Early Learning.

**Parent’s Right to Immediate Access Policy:**

Parents of a child in our care are entitled to immediate access, without prior notice, to their child whenever they are in care at UPO Early Childhood Center. In cases where the child is the subject of a court order (e.g., Custody Order, Restraining Order, or Protection from Abuse Order) UPO Early Childhood Center must be provided with a **Certified Copy** of the most recent order and all amendments. The orders of the court will be strictly followed unless the custodial parent(s) requests a more liberal variation of the order in writing. In the case where both parents are afforded shared/joint custody by order of the court, both parents must sign the request for more liberal interpretation of the order.

**In the absence of a court order** on file with UPO Early Childhood Center, **both** parents shall be afforded equal access to their child. UPO Early Childhood Center ***cannot***, without a court order, limit the access of a one parent by request of the other parent, regardless of the reason. If a situation presents itself where one parent does not want the other parent to have access to their child, UPO Early Childhood Center suggests that the parent keep the child with them until a court order is issued, since our rights to retain your child are secondary to the other parent's right to immediate access. UPO Early Childhood Center staff will contact the local police should a conflict arise.

At Early Head Start, we strongly believe that children should grow up in a community where adults care about them and keep them safe. Providing this safe community takes the determination and commitment on the part of everyone involved in your child’s life. The law for the District of Columbia mandates a professional or his delegate who is engaged in the practice of childcare, education, social services, or the healing arts to report known and suspected child abuse or neglect cases to Law Enforcement. Therefore, all Early Head Start staff members are mandated reporters. Failure to report is a misdemeanor and punishable by law. If you suspect a child is being abused or neglected, please call child protection services if you feel that a child is in **IMMEDIATE DANGER report directly to Law Enforcement.**

In keeping with the Department of Human Services (DHS) licensing and Head Start policies, withholding of food, light, warmth, clothing, or medication will not be used as a form of punishment. Corporal punishment which includes, but is not limited to, rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, and spanking are PROHIBITED. A child will not be punished for toileting accidents.

Private hot lines for parenting questions and concerns at no charge to you:

**Hot Line: 202-235-SEEK (7335)**

**Child Abuse Hot Line: 1-800-422-4453**

Please call the **Home Base Coordinator at 202-281-2722** with any questions.

**CHILD ABUSE AND NEGLECT**

**CENTER POLICIES AND PROCEDURES**

**Hours of Operation**

Must have OSSE subsidy or Private Pay for before and after care++

Center Hours vary depending on location.

9:00am – 3:30pm **Early Head Start / Subsidize Slots-August-August**

7:00am – 9:00am **Before Care/OSSE /Private**

3:30pm – 6:00pm **After Care/ OSSE/Private**

**Attendance**

Good attendance is crucial to your child’s learning. UPO, Office of Early Learning’s goal is for each enrolled child to attend 100% of the time during SY 24-25. Children consistently absent from our program demonstrate less growth than children with strong attendance.

OEL considers unexcused absences from our centers to be a serious matter. Excused absences include:

* Illness, medical, dental appointments, family emergencies, school visits, and religious reasons. In order for the absence to be excused, families must provide a doctor’s note or other appropriate documentation.
* Family Vacation: Parents/guardians must provide written notice five days before their vacation informing the center director of the time that the child will be absent from the program.

|  |  |
| --- | --- |
| **Attendance Levels** | |
| **Satisfactory Attendance:**  Total absences of 5% or less | ***1 day per month*** |
| **At risk/Warning:**  Total absences of more than 5%  percent but less than 10% | ***1 or 2 days per month*** |
| **Chronic Absence:**  Total absences of 10% or more | ***2 or more days per month*** |
| **Severe chronic absence:**  Total absences of 20% or more | ***4 or more days per month*** |

**Attendance Procedures**

The Office of Early Learning has established an attendance protocol to follow-up with families based on the revised Head Start Program Performance Standards, under 1302.16 Attendance:

1. **Phone Call:** If a child is unexpectedly absent, the center Staff will contact the parent/guardian within an hour of program start time. Please notify the Center Director if your child will be absent from the program.
2. **Home Visit:** If the child has two or more consecutive unexplained absences, the center staff will conduct a home visit to the family.
3. **Parent Letter:** If we are unable to contact you by phone or a home visit, a letter will be sent home to the most recent address provided by the parent/guardian.
4. **Withdrawal from the Program:** If a child ceases to attend or have more than 10 unexplained absences within a month, your child will be withdrawn from the program.
5. **Attendance Action Plan:** Families of children with absences of 10% or more will be required to meet with the Center Director and Family Engagement Specialist. At that time, the Center Director and Family Engagement Specialist will analyze the causes of absenteeism and work on an Attendance Action Plan with the parent/guardian. If the child’s attendance does not resume, then the program will consider that slot vacant and your child will be withdrawn from the program.

**Tardiness**

The Office of Early Learning wants your child to have the full benefit of our Early Childhood Education Program. Daily, on time attendance is crucial for your child’s school readiness and preparation for Kindergarten. Our center instruction starts promptly at 9:00am and we want all children to be present and ready to participate in the day from the start. Circle time and breakfast are important learning opportunities that impact the cognitive, language and social/emotional development of children.

As a reference point to the importance of arriving at our centers on time, consider the following table. The school day starts at 9:00. If you consistently arrive at the following times, a tremendous amount of instruction is missed:

|  |  |  |  |
| --- | --- | --- | --- |
| **Arrival Time** | **Minutes Late** | **Hours of Instruction Missed over the year** | **Days of instruction missed** |
| 9:15 AM | 15 | 46.5 | 7.75 |

**UPO/OEL before and aftercare**

To be eligible for before and after care through OSSE/Subsidized these are the requirements:

* The child must have the appropriate age.
  + Parent must provide a birth certificate (long form only)
* The child must be a citizen or have legal immigration status.
  + Citizenship Award or a Visa
* The child must be a resident of the District of Columbia.
  + Phone bill, utility bill (gas/electric), and an official rent receipt.
  + A notarized letter from the landlord, homeowner, or someone you live with and two current pieces of mail with your name and address on it. (original documents only)
* The applicant must be working or in a training at least 20 hour a week.
  + Two most recent consecutive pay statements (original documents only)
  + Statement from school or training site verifying your enrollment and attendance by the proper source (stating schedule, duration, and type of program)

**All documents must be current within the past 30 days**.

If a parent meets all of these requirements, they are eligible for the subsidized program. Please contact the Center Director or Carmen Herrera (202-238-4733) to make an appointment.

If your work non-traditional hours, you do not qualified. We have a private before and after care, it is based on your income.

**Corporal Punishment**

**Corporal punishment of children by staff or parents is strictly forbidden in our Early Childhood Development Centers.**

**Communication**

Materials and communications are placed in your child’s cubby or backpack regularly. Please check for distributed material on a regular basis, as to not miss important information. Parent alerts and newsletter, and the OEL Buzz and bulletins are sent out on a weekly and monthly basis. At least quarterly, you will receive a notice to attend a parent teacher conferences individual to your child to discuss your child`s developmental progress. Family Engagement Specialist are located at your child`s center to coach you on how to set up and follow your progress on your family goal plans and support you as a parent and/or guardian.

**Parent feedback is strongly encouraged as we invite parents to send comments and recommendations in writing. Every center provides a comment box for you to share your thoughts or concerns.**

**Meals**

Children receive breakfast, a hot lunch, and an afternoon snack that meet USDA nutritional standards. Children are not allowed to bring outside food items and/or drinks into the center. Provisions will be made for children with food allergies supported with a signed Doctor’s note.

**Center Closing**

The center will be **closed for holidays, professional development, pre-determined leave, and facility emergencies.** Advance notice will be given for professional development days and pre-determined leave dates. Due to the nature of some emergencies, advanced notice cannot be given. However, in the event of an emergency, your Center Director or Family Engagement Specialist will ensure that you receive a phone call providing you with as much information and details about the emergency as possible.

**Inclement Weather**

The Office of Early Learning follows the District of Columbia Public Schools (DCPS) inclement weather policy. Therefore, if the District of Columbia Public Schools (DCPS) are closed due to inclement weather, the Early Childhood Development Center will also be closed. **If DCPS announces a two-hour delay opening, our Early Learning Centers will also delay opening by two hours**. If DCPS announces an early dismissal, UPO centers will close for that early dismissal period, and parents should make every effort necessary to pick their children up early.

**Drop off & Pick-up**

Only parents/guardians or persons authorized by the parent(s) **in writing** may pick up children from the center. **Persons authorized to pick up children must be at least 16 years of age.** In an effort to ensure your child’s safety, individuals on the pickup/drop off list who do not frequently pick up the child will be asked to show picture identification before gaining access to the child(ren). Children must be accompanied into the classroom and a classroom staff person must be present.

**Health and Safety**

All UPO sites are Smoke-Free Zones. Smoking is not permitted on the center grounds, parking lots, or surrounding areas.

**Emergency Contact**

**In an emergency,** please provide the correct telephone number(s), Address, and the names of at least two (2) contact persons. **All changes must be reported immediately**.

**Emergency Contingency**

Centers’ contingency sites will be posted and provided to parents by Center Directors.

**Outdoor Activity**

For the health and safety of children, limited access to outdoors (including nature walks and playground access) will be in effect when there is a code red or orange weather alert or when the temperature is below thirty-two degrees (32°) or above eighty-six degrees (86).

**Tax Letter Policy (Center-Based option before and after care program only)**

Tax letters will be mailed out, upon request and annually before January 31st, reflecting the total amount paid and the tax ID number. This information will **only** be provided to parents who enrolled their child(ren) in the before and aftercare program.

**Late Pick-up Policy (Center Based Option)**

The administrative and center staff will make every effort to contact you and all emergency contacts if your child is left at the center for extended periods of time past their regular pick-up time and closing time of the center. It is extremely important that you regularly update your emergency contact information and phone numbers so that in an emergency, staff can reach those individuals who are eligible to pick up your child(ren). When our efforts to contact parents or other emergency persons are not successful or when children are left in our care for significant periods beyond closing, we will have no choice but to report the child as “abandoned” and “neglected.” The report will be made to: ***Child Protective Services, 400 6th Street, SW Washington, DC* (202) 671-7233**.

**INTAKE POLICIES AND PROCEDURES**

**Infant, Toddlers, and Twos Policies and Procedures:**

**Six Weeks-Thirty Months**

Welcome to the Infants, Toddlers and Twos groups. To better serve you, your cooperation is needed in the following areas:

**Morning Routine**

Office of Early Learning encourages parents to partake in the morning routine at your center. This routine consists of hand washing before and after diapering and/or toileting of both parent and child and transitioning the child to the breakfast table or the carpet, where his/her teacher has maintained a reliable, safe and comfortable atmosphere. By creating this partnership with our families, this provides children a developmentally appropriate experience, as well as an ongoing nurturing relationship.

**Change of Clothing**

In case of accidents and emergencies, please provide at least two labeled changes of clothing for your child. Parents, please try your best to provide clothing that is age—and weather-appropriate for your child. In certain cases, soiled or messy clothes will be stored in a plastic bag and returned to you upon the child's pickup. If you’re unable to provide these items, please get in touch with your Center Director.

**Food/Changing Foods**

UPO, with an approved vendor, will provide food and formula for all children enrolled in the program. If you wish to use a brand of formula other than that provided by UPO, please notify your Center Director, and complete an Infant Formula Notification form. When your child is ready for table food or whole milk, it is best to inform your child’s teachers and Center Director so that we, along with the nutrition specialist can work with you and your child’s needs.

**Breast Feeding**

UPO encourages breastfeeding at any time during the day. Mothers are welcome to nurse their child(ren) safely in the centers’ designated breastfeeding area.

**Diaper Supply/Changing Diapers/ Diaper Change Checks**

United Planning Organization (UPO) provides diapers and wipes to all infants and toddlers participating in the program starting at six weeks. If you wish to use a different brand of diapers and/or wipes, please contact the Center Director.

Diaper-changing policies and procedures are posted in all classrooms and follow the National Association for the Education of Young Children (NAEYC) guidelines. In addition, parents receive written documentation of their child’s diaper changes and toileting routines every day during pick-up hours.

**Parent Conferences**

Parent-teacher conferences will be held three times per year. UPO teachers are more than happy to discuss your child’s progress, daily interactions, and the impact of intentional engagement. These conferences are designed to collaborate with families surrounding child assessment and development; families are free to discuss any concerns or issues with classroom staff at this time. Also, during this time, teachers will discuss your child's current progression and next steps in development and, with your input, collectively develop a goal plan for your child's success. Parents are encouraged to arrange conference times that are convenient and that accommodate their schedules & needs. In our push to provide the best early education experience for children, we look to provide services that promote school readiness. Parent Teacher Conferences support us in driving individualized instruction, family partnerships, and intentional teaching practices.

Parents are their children’s first teachers, which is a big responsibility. Both children and parents grow and develop over time, and many things influence their overall health. Everyone is different, yet we are all similar in many ways. The EHS program contracts with a Mental Health Professional who can assist and support children and families.

A group of children in a classroom

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**TOILET LEARNING**

The most important factor in making the toileting experience successful and stress-free for children is a family and center partnership that supports the child’s needs. There are numerous viewpoints and different cultural practices on the strategies and approaches to toilet training. Research indicates that young children will have a hard time successfully learning to use the toilet if they are not physically, mentally, and emotionally ready. Toilet training is a developmental task that impacts families with small children. All healthy children are eventually toilet trained. Newer studies suggest no benefit of intensive training before 27 months of age. Mastery of the developmental skills required for toilet training occurs after 24 months of age

These three (3) milestones must go hand in hand and are key elements to a child’s positive toilet learning experience.

While there are always exceptions to the rule, many Pediatricians agree that children under twenty-four (24) months of age are not physically capable of easily regulating bladder and bowel muscles. Additionally, Psychologists maintain that children will give cues when they are mentally and emotionally ready for toilet learning. Thus, toilet learning is most successful when it is led by the child, is a positive experience, and when children show signs of physical awareness of their bodily functions and demonstrate an interest or curiosity in the process.

**Toilet Learning Policy & Procedures**

Our Early Childhood Development toilet learning procedures follow the recommendations of the American Academy of Pediatrics (AAP). *It is the policy of the UPO Office of Early Learning to work with you to make sure that toilet learning is conducted in a manner that is consistent with your child’s physical and emotional abilities and your family’s concerns.*

The following signs suggest that your child may be ready to begin the toileting process:

* Able to follow single step instructions.
* Able to put items where they belong.
* Understand words related to the toileting process.
* Regulate the muscles responsible for elimination.
* Verbally express a need to go to the bathroom.
* Keep a diaper dry for two (2) or more hours.
* Get to the potty on his or her own.single-step
* Pull down pull-ups, diapers, or underpants.

**Procedures**

Per OSSE and Head Start regulations and performance standards, the following procedures will be followed:All children will continue to wear their clothing throughout the day. “Bathroom runs” are only done for children showing signs of readiness, which areprovided under the Toilet Learning Policy.

A “bathroom run” schedule will be created for children showing signs of readiness. Children will be taken to the bathroom before and after breakfast, lunch, and nap time. “Bathroom runs” are done in groups. Weunderstand and respect that children will have time to toilet.

Up to four (4) children per staff member will be taken on a “bathroom run.”

* Toileting supplies, aids, or materials should follow a particular sequence. The sequence is as follows:
* The child will go from diapers to pull-ups or training pants to underwear or briefs.
* Once parents, in partnership with teaching staff, have decided on the specific toileting supply (e.g., pull-ups or training pants) and sequence of toileting procedures, consistency is critical to ensure a smooth transition and confusion-free process. We strongly discourage using one toileting material (e.g., pull-ups or training pants) at the center and another supply during the weekend. Again, consistency during training is very important.
* Mastery occurs when the child can stay dry during waking and sleeping hours.
* In complying with NAEYC accreditation and developmentally appropriate practices, no child will be awakened to use the toilet during naptime.

Your child may regress during the toilet training process for many different reasons. Signs of regression can include thumb sucking, reverting to baby talk, or having numerous toileting accidents after toileting has been done successfully numerous times. Such regression is likely to occur when there are changes in the family dynamics, including the birth of a sibling, the loss of a significant family member, or changes in everyday routines.

To minimize your child’s chances of regression, praise children for their efforts. Accidents will happen, but children mustn't feel isolated or ashamed when accidents occur. Instead, let them know they had an accident and offer our support. Additionally, praise children’s attempts to use the toilet, even if nothing happens.

When children are out with you, take multiple bathrooms breaks whenever possible. Finally, it is important to follow your child’s center bathroom routine even when the child is not in the center. If there are any concerns beyond what has been outlined in this policy, such as concerns voiced to the parent by the health care provider, the parents, in partnership with teaching staff, center director, developmental specialist, and education manager, will collaborate to determine what is in the child’s best interest.

**Toilet Learning Tips**

Children should wear easily removable clothing, such as tee shirts, sweatpants, elastic-waist clothing, dresses, etc. We discourage the use of belts, zippers, “onesies,” and overalls during this learning process.

Toilet learning shall not be coerced. Individual developmental abilities of each child shall be considered. Children shall not be punished emotionally or physically for soiling or wetting their clothing, nor should they be punished for not using the toilet.

2-3 clothing changes should be at the center while your child is potty trained. Please speak with your center director if you do not have extra clothes.

Families will be updated about their child’s progress daily. Soiled clothes will be returned at the end of the day.

**A group of children playing in a playroom

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To ensure that all children enrolled in our program receive high-quality services, our Early Childhood Education program includes comprehensive screening processes. Developmental screenings provide important information that assists in the language, cognitive, physical, and social-emotional development of children.

In our program, child screenings include the Ages and Stages Questionnaire-3 (ASQ-3) and the Ages and Stages Questionnaire Social-Emotional 2 (ASQ:SE-2) screening tools. These screenings help us determine your child’s strengths and areas for improvement, enabling them to successfully master new skills.

Your child will be screened within forty-five (45) days of enrollment in an Early Learning Center or Home-Based Program. The ASQ-3 and ASQ:SE-2 screenings are completed by the teacher in collaboration with the parent. Information from these screenings is used by your child’s teacher or home visitor to create individualized learning activities and experiences for your child.

Children identified as needing additional support and services to reach their developmental milestones will receive assistance from a specialized and experienced team of professionals through an Individual Family Services Plan (IFSP). The IFSP includes measurable outcomes and identifies the skills your child needs to learn and master in each developmental area. The teacher and/or home visitor will create an individualized lesson plan addressing all areas of development and focusing on the identified areas of need.

For more information regarding the early intervention process or if you have concerns about your child’s development, please feel free to speak with your child’s teacher, home visitor, or Center Director.

**SCREENING AND ASSESSMENT**

**EDUCATION, LEARNING, AND DEVELOPMENT**

**Education and Early Childhood Development**

Our program is designed to support each child’s pattern of development and learning. Our efforts also aim to ensure that the classroom environment helps children thrive through routines and experiences that will develop their cognitive, social-emotional, language, and physical abilities. Instruction includes individual and small group experiences, both indoors and outdoors. To ensure a well-balanced and comprehensive curriculum, our early childhood development program integrates aspects of nutrition into daily activities.

Every Early Head Start center follows the framework of the Creative Curriculum while uploading and submitting data using the Teaching Strategies Gold database. The Creative Curriculum is designed to support teachers at all experience levels in planning and implementing high-quality, comprehensive, developmentally appropriate practices. Active instruction and play, in addition to quiet time and activities, pace each child’s cognitive, social-emotional, and physical development as outlined in the Early Head Start Framework and Early Learning Standards.

**Transition**

Transition services help parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their child’s education. Transition services include:

* Providing information on how to foster the development of a child with disabilities.
* Parent education and training in exercising their rights and responsibilities concerning their children in schools.
* Preparing parents to become their child’s advocate through various periods of transition based on the child’s enrollment and progression after their Early Head Start experience.

Children enrolled in Early Head Start will begin to transition to Head Start six months prior to their 3rd birthday. At age three, Early Head Start children will fully transition into a Head Start program. Every child will be screened using the Ages and Stages Questionnaire to ensure they are on track or exceeding in their development. If children display developmental concerns, UPO and DCPS will begin the intervention and referral process. The Center Director will coordinate the process with the parents and staff.

**Challenging Behavior Policy**

The UPO Office of Early Learning has established the following practices for classroom staff in managing discipline and behavior modification of children.

1. Under no circumstances must a child be disciplined through corporal punishment, such as hitting, grabbing, punching, or holding tight. Staff found guilty of such will be terminated.
2. UPO staff are responsible for developing a classroom atmosphere of mutual trust and respect whereby there are many positive and encouraging moments and few negative or disapproving experiences. Staff are always required to serve as a positive role model for children. The staff`s exemplary character and use of sound judgment develop a positive pattern for young children to follow.
3. Appropriate discipline techniques will include the following.
4. Showing acceptance through verbalizations; children engaging in inappropriate behavior will be redirected.
5. Setting limits.
6. Supporting the child during uncontrolled/inappropriate behavior.

**Bilingual Curriculum Focus**

Our Early Childhood Development Centers are rich in culture and diversity. We have a global community of children and families representing many cultures and languages. We recognize the need for our program to be responsive to children and their families who do not speak English or whose cultural backgrounds differ. Our goal is to meet the needs of all enrolled children regardless of language or cultural background. For many of our children and families, English is their second language.

The Office of Early Learning recognizes our families' cultural and linguistic differences. Due to this fact, our goal is to staff each center with teachers who speak at least one (1) of the major languages. In some instances, parents serve as resource persons. To ensure we meet the needs of all families, OEL staff will do their best to refer parents to community agencies where their language is fluently spoken. Other efforts to respond to bilingual children and families include:

**Spanish**

**Chinese**

**Arabic**

**Korean**

**French**

**African Dialects**

**And More!**

* Recruitment of early childhood bilingual teachers and Family Engagement Specialists.
* Use of multicultural materials and exposure to cultural experiences.
* Use volunteers from communities fluent in the child’s primary language and/or knowledgeable of the culture.

**HEALTH POLICIES**

Health policies refer to those laid out by OSSE regulations per the DCMR29 and the Early Head Start and Head Start Performance Standards. All Early Learning Centers must comply with all licensing regulations regarding health and safety. If you have any questions, please get in touch with your Center Director and/or Health Specialist.

**Well Child Check (Well Baby Exam)**

Every child enrolled in an OEL center between the ages of 6 weeks to 36 months needs a well-baby check according to the District of Columbia’s EPDST Periodicity Schedule:

2 months 4 months

6 months 9 months

12 months 15 months

18 months 24 months

30 months 36 months

The well-baby check visit includes height, weight, child development, hemoglobin (a blood test for iron), lead (a blood test for lead poisoning), vision screening, hearing screening, and immunization. Health notices are given to parents for the upcoming well-baby check so that children are up to date on well-baby checks.

**Health/Immunizations/Dental**

1. Well-baby checks and immunizations must be up to date while the child is enrolled. The Universal Health Certificate is to be completed by the primary care physician and signed by the parent. This indicates the child has received all age-appropriate screenings. Please follow the *DC Medicaid Health Check Periodicity Schedule* and *CDC Immunization* *Schedule*.
2. Children who receive a referral for medical treatment, oral health treatment, speech and vision and hearing follow up, must obtain a status report on the referral, and provide to the Center Director and/or Family Engagement Specialist or Home Visitor. This is part of our commitment to your child's health and safety, ensuring you feel secure and trustful in our care.
3. The center is committed to following medical advice. If A child's physician has indicated on a medical release form “no physical activity”, the program will comply. Once your child has been cleared to attend and participate and documentation has been received at the center, he/she can return, ensuring the child's safety and well-being.
4. The Office of Early Learning takes a proactive role in promoting oral health hygiene. All children with teeth are assisted by appropriate staff in brushing their teeth with toothpaste containing fluoride once daily. Toothbrushes, caps, and toothpaste are provided. For infants ages 6 weeks to 12 months, teachers use spiffies to wipe the mouth once a day. A dental exam is required at the age of 3 years. Children receive dental screening at the center at least once a year. OEL encourages parents to take their children to the dentist for exams and follow-ups and/or when their child gets their first tooth.

If you encounter difficulties in obtaining well-baby checks, oral health assessments, and immunization records, please do not hesitate to reach out to your Center Director, Family Engagement Specialist, and/or Health Specialist. We are here to provide resources and support, ensuring you feel reassured and less stressed.

**Short Term and Long-Term Illness**

1. If staff observes signs and symptoms of a suspected illness or disease during the day, the parent will be called, and an Exclusion Due to Suspected form will be given to take to the doctor. A copy is placed into the child`s folder. Parents must take the child to the doctor to be “*cleared to attend and participate in* *school activities*,” and/or the child must be symptom-free before returning to the center.
2. Children with chronic health conditions (asthma, diabetes, epilepsy, food allergies, etc.) must have documentation in the form of an action plan to provide proper care while in the center. The Center Director, Family Engagement Specialist, or Health Specialist will offer further assistance if needed.
3. If your child becomes ill or injured or an evacuation occurs while in the staff's care, you will be contacted immediately. It is critical to always have updated telephone numbers and reliable emergency contact information.
4. The center staff assists in completing a health observation form daily. The form indicates any remarkable or unremarkable marks (scratches, burns, bruises) on the child during the morning check.

**Communicable Diseases**

1. If your child is exposed to a communicable disease, please provide the appropriate medical documentation to the Center Director, who must then report the exposure to the District of Columbia Department of Health.
2. A Parent Alert letter and factsheet about the occurrence of communicable diseases will be posted and distributed to the families. Please note the exposed child’s information will remain confidential.
3. For the child to return to the center, parents must provide documentation from their primary physician after their exposure, releasing the child to return.

**Medication Administration Policy**

1. Children requiring medication at school must have permission from the physician for certified staff to administer medication. The physician must complete the OSSE Medication Authorization Form and update it as needed or yearly.
2. Prescribed medication must have the original label on the container, clearly labeled with child’s name, name of the medication, the dosage, the expiration date of the medication, the method of administration, and the name and telephone number of the child’s physician.
3. Nonprescription topical ointment, including sunblock, sunscreen, petroleum jelly, and diaper rash ointment, can be administrated to a child with written parental consent. The nonprescription topical ointment must be in the original container and must be administered according to the manufacturer’s instructions or parent's instructions.
4. The first dose of medication must be administered to the child at home. This allows parents to monitor the child’s behavior and identify any side effects or allergic reactions to the medication.
5. All medications (prescribed and non-prescribed) should be kept in a safe place away from the reach of children. Medicine should never be placed in a child’s cubby or backpack.
6. No Medication will be given beyond the medical order or prescription date. All leftover medications will be returned to parents on the last day of the school year. Parents are responsible for discarding expired medications.
7. In case of an emergency involving an actual potential poisoning, emergency treatment is to be administrated without previous written instruction as directed by the Poison Control Center (1-800-222-1222).

A close-up of a chart

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A screenshot of a medical chart

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**Nutrition**

*Staff work together with parents to identify the nutritional needs of the children. All children receive a balanced breakfast, lunch, and afternoon snack. Planned nutrition activities are an integral part of the curriculum, reinforcing good eating habits in children. Income eligibility applications need to be completed upon entering the program. Nutrition policies and practices are as follows*:

* All food allergies must be accompanied by a Medical Substitution form completed by a physician and sent to the Nutrition Coordinator. Food preferences due to religious and cultural reasons will be accommodated at the discretion of the Dietitian and should be accompanied by a letter from the parent. The Nutrition Coordinator will work with the Center Director, Parent, and Child to develop a care plan to prevent an allergic reaction and an action plan in case of an emergency.
* **Outside food and drink are not allowed in the childcare centers for the children (e.g. bags of chips .)**. Our program provides appropriate breakfast, lunch, and an afternoon snack to each child, following the most current [USDA meal pattern requirements](http://www.fns.usda.gov/cacfp/meals-and-snacks). These guidelines ensure that every child has a healthy start for learning and thriving. While attendance and arriving on time are very important to your child’s success in a learning environment, no child will be denied a meal if they miss mealtime.
* For celebrations like birthdays, only healthy treats are allowed (see table below). Ask the Nutrition specialist if you have any questions:

|  |  |
| --- | --- |
| Instead of …. | **Choose …** |
| Ice cream | Frozen fruit or frozen yogurt |
| Doughnuts, pies, cakes or desserts | Fruit salads, baked fruit (e.g. peaches, pears, apple), Fresh fruit slices (e.g. papaya, watermelon, etc.) |
| Candy | Homemade lollypops with yogurt and fruit (raspberries, pineapple, or kiwi) frozen into a mold w/ a popsicle stick. |
| Fast food (e.g. pizza) | Hummus and pita, chips and salsa or a “Make it yourself station” for fajitas, chips n’ salsa w/ cheese and veggies, or homemade pizza. |
| Soda, fruit drink, or fruit punch | 100% fruit juice, or create a juice bar with fruit smoothies (“Shrek” juice or “Princess Elsa” blueberry smoothie ) |

* All facilities will be kept “NUT FREE.” This means that nut items will not be served on the menu, and peanut butter or any other nuts will not be used for Nutrition Activities. Staff, parents, volunteers, and service providers will also not bring nuts to centers. A sign will let everyone know we are “NUT FREE.”
* Parents will be informed at the outbreak of any food-borne illness that may occur at any of the sites through a memorandum, even if the illness was an incident that only involved one child and may not have actually been contracted at our sites.

* OEL provides all bottles and sippy cups for all enrolled children. Bottles and sippy cups are cleaned and sanitized daily.
* OEL provides at least two (2) kinds of formula as required by USDA. One of these will be a soy-based formula. OEL currently provides the following formulas: **Similac** (Advance, Sensitive, Spit-Up, Expert Care) **Gerber** (Good Start Soy, Good Start, Good Start Gentle), **EleCare** Hypoallergenic, Enfamil (EnfaCare, Infant, Nutramigen, ProSobee, and Gentlease). If parents of infants do not want their children to have any of the formulas offered, they may indicate so on the Infant Formula Authorization Form and bring in their own already mixed formula in sterile bottles. Parents must bring in at least four (4) bottles of at least six (6) ounces each daily.
* Our program will not permit the use of formula with cereal mixed in it unless recommended and accompanied by a letter from the pediatrician. Sometimes, in cases of reflux, a physician may recommend that a little cereal be added to the milk. The letter must contain specific instructions, including the quantity and frequency of cereal to be given. Cereal must be transported in a sterile manner; Ziplocs will only be used once and discarded after use.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sample Infant Menu 6-11 months from Sysco** | | | | | | | |
| **Meal Component** | **Min Serving Size Range** | | **Day of Week** | | | | |
| **Ages 0-5 mo.** | **Ages 6-11mo.** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **BREAKFAST** | | | | | | | |
| Breastmilk or Formula\* | 4-6 fl. Oz. | 6-8 fl. Oz. | On demand | On demand | On demand | On demand | On demand |
| Grain or Meat/meat alt\*\*† |  | 0-4 tbsp.‡ | 6 tbsp. Rice cereal, infant, prepared. | 4 ¼ tbsp. Turkey | 6 tbsp. Oatmeal cereal, infant, prepared. | 6 tbsp. Rice cereal, infant, prepared. | 6 tbsp. Oatmeal cereal, infant, prepared. |
| Fruit/Vegetable\*\*‡ |  | 0-2 tbsp. | 7 tbsp. Carrots | 7 tbsp. Pear | 7 tbsp. Green Beans | 7 tbsp. Pear | 7 tbsp. Sweet Potato |
| **LUNCH** | | | | | | | |
| Breastmilk or Formula | 4-6 fl. Oz. | 6-8 fl. Oz. | On demand | On demand | On demand | On demand | On demand |
| Grain or Meat/meat alt\*\*† |  | 0-4 tbsp.‡ | 4 ½ tbsp. Chicken | 4 ½ tbsp. Beef | 4 ¼ tbsp. Turkey | 4 ½ tbsp. Chicken | 4 ½ tbsp. Beef |
| Fruit/Vegetable\*\*¥ |  | 0-2 tbsp. | 7 tbsp. Peaches | 7 tbsp. Squash | 7 tbsp. Apple | 7 tbsp. Peas | 7 tbsp. Squash |
| **SNACK** | | | | | | | |
| Breastmilk or Formula | 4-6 fl. Oz. | 2-4 fl. Oz. | On demand | On demand | On demand | On demand | On demand |
| Grain\*\*§ |  | 0-1/2 slice bread, 0-2 crackers, 0-4tbsp infant cereal or ready-to-eat-cereal | 6 tbsp. Oatmeal cereal, infant, prepared. | 2 Saltines | Animal crackers (1 packet) | 2 Gram Crackers | 6 tbsp. Rice cereal, infant, prepared. |
| Fruit/Vegetable\*\*‡ |  | 0-2 tbsp. | 4.5 tbsp. Apple | 4.5 tbsp. Peas | 4.5 tbsp. Sweet Potato | 4.5 tbsp. Carrots | 4.5 tbsp. Bananas |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sample Regular Menu 1-5 years old (Lunch from Vendor Benjamin Catering)** | | | | | | | |
| **Meal Component** | **Min Serving Size** | | **Day of Week** | | | | |
| **Ages 1-2** | **Ages 3-5** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **BREAKFAST** | | | | | | | |
| **Milk** | **½ cup** | **¾ cup** | 1 cup Milk | 1 cup Milk | 1 cup Milk | 1 cup Milk | 1 cup Milk |
| **Vegetables, fruit or both** | **1/4 cup** | **½ cup** | ½ cup Pineapple Bits | ½ cup  Orange Slice | ½ cup  Peaches | ½ cup Applesauce | ½ cup Pear |
| **Grains\*** | **½ oz. eq\*** | **½ oz. eq** | 1 Corn Muffin | 1 oz. Cheerios | 1 oz. Rice Crisp | 1 Bran Muffin | 1 oz. Cornflakes |
| **LUNCH** | | | | | | | |
| **Milk** | **½ cup** | **¾ cup** | 1 cup Milk | 1 cup Milk | 1 cup Milk | 1 cup Milk | 1 cup Milk |
| **Meat and meat alternates** | **1 oz.** | **1 ½ oz.** | 2oz. Chicken Fajitas | 2oz Turkey Sloppy Joe (ground turkey sauce) | 2oz. Chicken Quesadillas w/ cheese | 2oz. Pulled Pork Sandwich | 2oz. Baked Chicken Nuggets |
| **Vegetables** | **1/8 cup** | **¼ cup** | ¼ C tomato, ¼ C lettuce, ¼ C kidney bean, 1oz Chicken) | ¼ C tomato, ¼ C onion, 1/8 C green onion | 1/8 cup tomato; ¼ C kidney beans | ¾ cup Baked Beans | ¾ cup Broccoli |
| **Fruit** | **1/8 cup** | **¼ cup** | ½ Banana | ½ Apple (sliced & seedless) | ½ Pear (sliced & seedless) | ½ cup Watermelon (sliced) | ½ Banana |
| **Grains** | **½ oz. eq\*** | **½ oz. eq\*** | 2oz. Whole Grain Tortilla | 2oz. Whole Grain Bun | 2 oz. whole grain tortilla | 2oz. Whole Grain Bread | 2oz. Whole Grain Roll |
| **SNACK – *Must contain 2 of the 5 components*** | | | | | | | |
| **Milk** | **½ cup** | **¾ cup** | -- | Milk§ | Milk§ |  | -- |
| **Meat and meat alternates** | **½ oz.** | **½ oz.** | -- | -- | -- | 1 Cheese Cube | ½ cup Low fat vanilla yogurt |
| **Vegetables** | **½ cup** | **½ cup** | -- | -- | -- | -- | -- |
| **Fruit** | **½ cup** | **½ cup** | ½ cup  100% Grape Juice | -- | -- | -- |  |
| **Grains** | **½ oz. eq** | **½ oz. eq** | 1oz. Whole Grain Goldfish | 1 Apple Muffin | 1 oz. Animal Crackers | 1 oz. Saltine Crackers | 2.5 oz. Gram crackers |

**Disabilities**

**Early Intervention**

UPO staff provides guidance and support to children and their families with developmental disabilities. UPO ensures that the individualized needs of children with developmental disabilities are being met and children have access to and can fully participate in the full range a of services that are recommended by Individuals with Disabilities Action Act (IDEA). Disability Services are implemented in our center-based program as well as our home-based program.

**Parent Responsibility**

Collaborate with UPO staff to ensure the needs of your children are being met. Advocate for services and resources that aligns with their child meeting their goals.

**Early Head Start Responsibility**

Early Head Start has regulatory mandate that a minimum of 10% of enrollment must be children with disabilities. In collaboration with each child’s parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends program.

UPO has developed an interagency relationship with DC local agency Strong Start. Strong Start is the Early Intervention Program for DC that evaluates and provides services to children with disabilities. To enhance these services, UPO staff routinely meets with parents of children with disabilities to discuss necessary resources, support and additional materials required to meet the goals identified by the Individual Family Service Plan (IFSP). UPO also coordinates with Early Stages for transition services from Strong Start to Early Stages when a child is transitioning from the program. Both Strong Start and Early Stages provide relevant information from its screenings, assessments, and observations to the team developing a child’s IFSP or IEP. Based on the evaluation results, the local agencies identify the necessary support required for a child with disabilities.

A **multidisciplinary team meeting** will be conducted with the family if there are a variety of concerns in the child’s development. This meeting allows each service area the opportunity to share how they can support the child and their family. All service areas (Education, Health, Early Intervention Team, Nutrition, Family Services) are invited to the bi-monthly meetings.

UPO acknowledges that children with disabilities and their families often need a wide variety of services from various agencies, programs, and professionals from different disciplines to ensure that they are supported in the most effective way possible. We are committed to ensure those services are provided in an efficient and coordinated manner.

**Confidentiality**

* Information Dissemination – Information should be shared about a child receiving Disabilities services **only** to those parties involved in the educational care of that child.

Record keeping -All disability-related documents are uploaded into the OEL tracking system, Child Plus. Hard copies are maintained in the center director's files. Additionally, when a copy of the Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) is provided to the child’s teacher, it should be stored in the child’s educational folder within the classroom.

**Mental Health and Wellbeing**

The Office Early Learning is committed to providing comprehensive early childhood Mental Health services. Early childhood mental health is defined as promoting healthy social and emotional health and development. Social-emotional health; a child’s ability to express emotions and feelings appropriately, is one of the most important cornerstones in a child's development and school readiness. Additionally, research tells us that early relationships with caretakers play a critical role in supporting social and emotional health in infants and young children. The OEL is dedicated to promoting social and emotional health by contracting Mental Health Consultants who is available to assist and support children and families with various concerns and/or issues pertaining to wellbeing. Here is the list of the services they provide:

* Partnering with systems, parents, teachers, home visitors, and other providers, to support positive child-adult and peer interactions
* Conducting regular classroom observations.
* Conducting individual child observations (with parent consent)
* Providing parent and teacher consultations
* Implementing behavioral management techniques at home and in the center to help lay the foundation for effective behavior change
* Supporting the teachers and other staff members by providing ongoing training to promote healthy child-adult relationships
* Conducting parent training to promote healthy parent-child attachment
* Providing parents with community-based therapeutic referrals when needed.

|  |  |
| --- | --- |
| **Mental Wellness A-B-C’s For Children** | |
| **Children need:** | |
| **A** | **A**ppreciation for all they bring into our lives. |
| **B** | **B**alance, somewhere between too little and too much. |
| **C** | **C**ommitment. It is the little things that matter. |
| **D** | **D**reams to touch the future. |
| **E** | **E**mpathy, to remember what it was like to be a child. |
| **F** | **F**amily and friend. Everyone needs someone to love. |
| **G** | **G**uidance, actions speak louder than words. |
| **H** | **H**ealthy habits to nurture body, mind, and spirit. |
| **I** | **I**nspiration to explore beauty, wonder and mystery. |
| **J** | **J**oy to sprinkle laughter and happiness daily. |
| **K** | **K**indness to learn to care for others, as they are cared for. |
| **L** | **L**imits to set boundaries and consequences together. |
| **M** | **M**entors to give wings to their aspirations. |
| **N** | **N**ature to delight in rainbows, butterflies, and shooting stars. |
| **O** | **O**pportunities to discover what truly make their hearts sing. |
| **P** | **P**lay, the work of childhood. |
| **Q** | **Q**uiet, time to recharge their batteries. |
| **R** | **R**esponsibilities to build self-esteem and self-confidence. |
| **S** | **S**ecurity, feeling safe is essential for growth. |
| **T** | **T**raditions, to keep the family tree alive and sprout new branches. |
| **U** | **U**nconditional love to love for who they are, not for what they do. |
| **V** | **V**alues live yours and encourage then to find theirs |
| **W** | **W**ords of encouragement. You can do it, I believe in you. |
| **X** | **X**oXoXoXo, Hug and kiss them each and every day. |
| **Y** | **Y**ou, for your presence more than your presents. |
| **Z** | **Z**ZZZZZZ’s a good night sleep. |

**PARTNERSHIP AND PARENT ENGAGEMENT**

**Family Partnership**

The Family Partnership Agreement is a valuable tool that we will work on together. It helps us identify your family’s strengths, needs, and capabilities, and assists you in setting and working to achieve a goal. By setting goals and following a plan to meet them, you can realize your hopes and dreams for your family. Early Head Start staff will support you in reaching your goals by providing the following services: Information, referrals, advocacy, support, and community resources.

**Community Partnerships**

OEL involves the community and social agency networks in carrying out Head Start mission and collaboration for shared resources, assisting families in meeting their basic needs so we will provide you information about community resources that assist with information about the following topics:

|  |  |
| --- | --- |
| * Emergency and crisis needs * Counseling and education * Childcare * Child support * Health care * Employment | * Housing * Legal assistance * Financial and budgeting needs * Transportation * Parenting information * CARES ACT |

Don't hesitate to contact us if you would like additional information or resources to help your family grow to its fullest potential.

**Parent Support & Engagement**

The UPO OEL Program organizes parent committees at each center. Parent representatives from each classroom work closely with program area staff. Center Directors develop and maintain an educational program that is comprehensively organized to meet the individual and group needs of all children with the support and input of parents. Maximum communication between staff and parents is established and maintained through newsletters, parent/teacher conferences, and group meetings. Information and resources are communicated and posted on the parent bulletin boards. Our teaching staff conducts home visits that create ways to bridge the home and the centers. Program staff, teachers, and Family Engagement Specialists conduct parent-focused activities and trainings to reinforce learning and development.

Parents will be provided with information to enhance their knowledge and understanding of their children's education and developmental needs.

**Male/Father/Father Figure Involvement**

OEL Early Head Start/Head Start encourages the participation of the males involved in the lives of Head Start children. Our program will make efforts to reach out to and include fathers, supportive male family members, and male caregivers in parent engagement activities. Throughout the year, there are numerous opportunities for men to volunteer in the program and provide input on designing special initiatives to improve the interaction of men with children. Men are encouraged to participate in center events offered throughout the year. Our program celebrates and enhances the male parenting role by:

* Encouraging responsible fathering/male role modeling;
* Helping children and men relate and connect;
* Educating men about parenting; and
* Creating opportunities for individual and group male involvement and leadership.

**Parent Training/Workshops**

OEL Early Head Start programs offer workshops, training, and learning opportunities for families.  Various sessions are presented in collaboration with community agencies.  Various sessions are offered to accommodate family schedules during the day and in the evening.  Topics include:

* **Parenting Skills Training and Family Literacy** (ACT Raising Safe Kids Program) HSP

Standards 1302.51(a) (2) (b) 1302.52(a)(b) (c)

* **School Readiness, Disabilities, and Transition**- HSP Standards 1302.60, 1302.61(a)(b) (c)

1302.62 (a) (b), 1302.70(a), (b), (c), (d)

* **Safety Training**-(Pedestrian)
* **Child Abuse & Neglect/Domestic Violence and Substance Abuse**-
* **Program Governance and Program Design Management**- HSP Standards 1301.2,

1301.3, 1301.4, and 1301.5 and the Improving Head Start for School Readiness Act of – Section 642(3)

* **Health, Nutrition and Mental Health**

**Classroom Parent Meetings**

Parent meetings will be held monthly to communicate between parents and staff. During the individual parent conferences, parents and staff meet to discuss their children's purpose, goals, and progress.

**The Parent Committee**

**All parents with children enrolled in the center are eligible to be members of the Parent Committee.** Additionally, each parent may hold an office on the committee. **This committee meets monthly at the center.**  The duties of the Parent Committee include assisting staff in planning and carrying out daily activities in the center and helping develop and plan activities. Each parent committee selects a representative to the UPO Policy Council. Their child must be enrolled in the Early Head Start program.

**Policy Council**

The Policy Council consists of parents and representatives from the community. Its purpose is to involve parents in the decision-making process of Head Start and Early Head Start. Present and past Head Start parents, as well as representatives from the community, are eligible for Policy Council membership. At least 51% of the representation on the Policy Council must be of parents whose children are currently enrolled in the Head Start or Early Head Start programs.

The Policy Council is responsible, but not limited to, reviewing, approving, or disapproving policies and procedures for**:**

* All funding applications and amendments to funding applications for the Early Head Start/Head Start Program
* Procedures describing how the governing body and the appropriate policy group make decisions.
* Annual self- Assessment of the fiscal and programmatic operations
* Decisions to hire or terminate any person who works primarily for the Early Head Start Program

**Volunteer Guidelines**

**All volunteers are welcome and encouraged!**

The United Planning Organization`s (UPO) Office of Early Learning (OEL) welcomes parent volunteers in the classroom and recognizes that parents are a precious learning resource.

The Office of Early Learning will provide meaningful roles in which volunteers might serve.

If you are interested in volunteering in your child’s center, please consult with your Center Director to make arrangements to visit the classroom.

**Responsibilities**

All volunteers are responsible for abiding by the rules and policies of the United Planning Organization regarding volunteer services. Volunteers are expected to perform their services without compensation to the best of their abilities and remain loyal to the mission and vision of UPO. Volunteers may be utilized in all programs and activities and serve at all levels of skill, if qualified and activities have been approved by the Center Director and Program Director.

1. Volunteers receive no compensation for services or reimbursement for incidental expenses.
2. Volunteers must record their service hours on the designated volunteer service form (daily).
3. All individuals interested in volunteering at UPO must complete the attached UPO standard Volunteer Application Form. The Office of Human Resources and center director will maintain a copy.
4. All individuals accepted as volunteers are required to sign the UPO Volunteer guideline agreement.
5. A Criminal Background check, including FBI fingerprinting, child registry, and child protective clearance, is required for particular volunteer assignments, and it will be at the discretion of HR, the Office, and the Program Director. A negative TB screening is also required if working at a UPO facility.
6. Volunteers *must* provide the Office of Human Resources and the center director with all relevant information about allergies, medical condition(s), and physical limitations.
7. Volunteers are required to participate in a personal interview, site orientation, and a volunteer assignment training session.
8. Volunteers must always maintain confidentiality, be prompt and reliable, and attend all meetings and training necessary for their assignment.
9. Volunteers must immediately report any incidents, injuries, or illness occurring at the volunteer work site to the center director, regardless of how minor.
10. Volunteers must work within the site's rules and under the direction and supervision of a full-time staff member.
11. Volunteers ***must not*** use or ***possess*** illegal drugs or alcohol.

**A group of people posing for a photo

Description automatically generated**

**Encouraging Children**

It is important to remember that no two children are alike; every child has a personality. Things that may be easy for one child may be more challenging for another. Encourage children to try again using phrases like, “Sometimes I find it hard to do things, too, let’s try again” or “We’ll try again tomorrow.” Be enthusiastic about a child’s small successes. Children feed off of our reactions; when we celebrate their successes, big or small, their confidence and self-esteem grow.

**PARENT NOTES**

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

United Planning Organization

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**Office of Early Learning Center Closing Dates**

**2024-2025 School Year**

**August 16, 2024** UPO All Staff Day (Center Closed)

**August 19-23, 2024** Professional Development Week (Centers Closed)

**September 2, 2024** Labor Day (Centers Closed)

**October 11, 2024** Professional Development Day (Center Closed)

**October 14, 2024** Indigenous People's Day (Holiday) (Centers Closed)

**November 11, 2024** Veterans Day (Holiday) (Centers Closed)

**November 27, 2024** ½ Professional Development Day (Center Closed)

**November 28-29, 2024** Thanksgiving Day (Holiday) (Center Closed)

**December 20, 2024**  ½ Professional Development Day

**December 23-31, 2024** Winter Break (Predetermined Day) (Centers Closed)

**December 25-26, 2024** Christmas Holiday (Centers Closed)

**January 1, 2025** New Year Observance (Holiday) (Center Closed)

**January 17, 2025**  Professional Development Day (Center Closed)

**January 20, 2025** Martin Luther King Jr. (Holiday) (Center Closed)

**February 14, 2025** Professional Development Day (Center Closed)

**February 17, 2025** President Day (Holiday) (Center Closed)

**March 14, 2025** Professional Development Day (Center Closed)

**April 4, 2025**  PD Day (DC Early EDX) (Center Closed) **Tentative**

**April 14-21, 2025** Spring Break (Predetermined Days) (Center Closed)

**April 16, 2025**  Emancipation Day (Holiday) (Center Closed)

**May 23, 2025**  ½ Professional Development Day

**May 26, 2025** Memorial Day (Holiday) (Center Closed)

**June 18, 2025**  Professional Development Day (Center Closed)

**June 19, 2025**  Juneteenth Day (Holiday) (Center Closed)

**June 30-July 7, 2025** Summer Break (Predetermined Days) (Center Closed)

**July 4, 2025** Independence Day (Holiday) (Center Closed)

**August 15, 2025** UPO All Staff Day (Center Closed)

**August 18-22, 2025** Professional Development Week (Center Closed)

**Office of Early Learning**

**Parent Signature of Receipt Form**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have received and agree to the terms, policies, and procedures written in this parent handbook.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parents/Guardian Signature Date

This will acknowledge that I/we, the parent(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Child’s Name)

received a copy of the United Planning Organization (UPO) Office of Early Learning (OEL) Parent Handbook, which includes Center/Home-Based policies and procedures, parent’s rights, fee policy (if applicable), and child abuse policy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parents/Guardian Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UPO Staff Signature Date