



UNIVERSITY OF OREGON



VIVIAN OLUM CHILD DEVELOPMENT CENTER

PARENT HANDBOOK

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Mission

The mission of the Vivian Olum Child Development Center is to provide comprehensive high quality programs of early childhood and school-age care and development for the children of University of Oregon faculty and staff and to offer faculty and students interested in the development of young children a setting for observation, participation and research. In doing so, our goals include providing a foundation of experiences that foster the growth and development of children, and a safe and nurturing environment for children and families.

History

The Vivian Olum Child Development Center, established in July of 1996, is the culmination of many years of work by members of the university community and was shaped by the vision of Paul Olum, president emeritus of the University of Oregon. Dr. Olum provided a large share of the funding for building phase one in honor of his late wife, Dr. Vivian Olum, UO Associate Professor of Counseling Psychology, whose professional activities and research focused on helping children and families. The center is named in her memory. The phase two addition to the building, completed in September 2000, is named for Lois Scharpf Reed, a generous donor and supporter of the center.

The Vivian Olum Child Development Center began in 1990 as the Young Children's Center, a collaboration of the Parent and Child Education program, an early intervention program of the University of Oregon Center on Human Development, and Work and Family Services, a program of Human Resources. With the completion of the new building in 1996, it became the Vivian Olum Child Development Center, a program of University of Oregon Human Resources, Work and Family Services. The center is funded by a combination of parent fees and university support.

State Certification Requirements

As a state-exempt program, the Vivian Olum CDC voluntarily complies with Oregon Child Care Division regulations, as well as the University of Oregon's own child-care standards and those of the National Academy of Early Childhood Programs. Copies of these sets of rules and regulations are available in the office for your reference.

Programs

The center is comprised of seven classrooms, serving children 8 weeks through fifth grade.

Dreamers and Builders

8 children per classroom: 8 weeks to 2 years

The Dreamers classroom sets its pace around the needs and unique differences of each child. The program is designed to help infants feel secure, with attentive adults warmly responding consistently and supportively to each child's cues. Routine aspects of care-

giving such as diapering and feeding provide opportunities for significant one-on-one interactions with adult caregivers that nurture relationships as well promote the children's development. The physical environment is also an important aspect of the program. We provide materials, experiences and the physical space for children to explore through touch, sound and sight, a requisite for their cognitive growth.

While being supportive of infants in their quest for competence, our teachers look to the parents as the best resource for working with their children. We encourage parents to spend as much time as they would like visiting or breast feeding their children.

The move to the Builders side of the classroom occurs as the children gain mobility and need a more active play space. An area where the older babies can use balls and push toys, along with a low climbing structure, encourages free movement. Teaching staff regularly implement carefully planned activities to foster cognitive, emotional, language, physical, and social growth.

Pathfinders and Adventurers

10 children per classroom: 2 to 3 years

During the second year of life, identity becomes a significant developmental issue, closely tied to questions of independence and control. In the Pathfinders and Adventurers' classrooms, adults help toddlers find appropriate ways to assert themselves by supporting their individuality, by giving them choices whenever possible, and by introducing social guidelines.

For toddlers, cognitive growth continues to occur through active exploration of the physical world. Because they are active explorers, toddlers are eager to try new things and use materials in different ways. In planning curriculum for toddlers, our teachers are prepared to be flexible and spontaneous.

Another developmental achievement for children between one and three is language acquisition. Supporting this emerging cognitive skill is an important focus for our teaching staff. Adults responding to communication attempts, daily experiences with books and music, and opportunities to hear adults match the child's experience with language are all designed to support growing language acquisition.

Explorers and Discoverers

20 children per classroom: 3 to 4.5 years

As children develop physically during the preschool years, they are capable of exploring a greatly expanding range of environments and opportunities for social interaction. Considerable growth and change occurs during the 3 to 4 ½ years of age in all areas of development- physical, cognitive, and social-emotional, and our preschool curriculum addresses all of these areas of development. The teaching staff offers a planned curriculum that stimulates their interest, experimentation, and cooperation. Children are offered activities in which they will be involved in a "hands on" manner, encouraged to solve problems with materials, activities and with each other. Teachers carefully design the classroom spaces so that the children can freely choose and follow their interests within the established daily routine.

Voyagers

20 children: 4.5 to 6 years

The Voyagers classroom offers child-centered learning activities guided by teachers who believe that discovery and exploration foster a positive attitude toward learning through questioning, observing, and experimenting with varied materials. The children make their own predictions and form their own theories in hands-on activities that involve cooking transformations, water movement, group and board games, dramatic play, physical science, experiments with art materials, pattern blocks, and math games. By engaging their interests and inspiring active experimentation, the teachers promote the children's construction of knowledge and build foundations for school success in reading, math, science, and the arts. We foster children's interactions and collaboration with peers, thus promoting language development, perspective taking, and conflict resolution.

Inventors

30 children: 6 to 11 years

Our Inventors classroom allows flexibility and freedom of choice within a secure setting. Staff ensures that the classroom functions as a caring community in which all of the children and adults feel accepted and respected. The children have an opportunity to participate in group games or to work or play alone. Opportunities are provided to complete homework if desired, read books, write in journals, and get physical exercise. Planned and spontaneous activities are facilitated in an environment rich in the creative arts. The children have opportunities to write and produce plays, publish newsletters, and engage in arts and crafts activities. They also can participate in outdoor activities each day.

Teaching Staff

All our professional teaching staff have at least an associate degree in the field of early childhood education or equivalent experience. Everyone who is employed or volunteers at the center has undergone a criminal history check through the state Child Care Division.

Each classroom is staffed to meet and exceed the State Child Care Division's requirements for ratios of children to professional staff. Lead teachers and teacher assistants who are University of Oregon employees professionally staff the classrooms. Hiring procedures follow UO guidelines and affirmative action practices.

The teaching staff is complemented by university students as temporary student employees who work for pay or credit as part of their university education. The professional teaching staff and university students work as a team. Students can be assigned a range of responsibilities based on their education and experience according to state regulations. The addition of university students' participation in the programs adds to Vivian Olum Child Development Center's individualized approach to education and the stimulating environments provided within the center.

Administrative Staff

The center's administrative team includes the center director, business manager, the infant/toddler mentor teacher and office support staff. As a program of Human Resources, oversight is provided by the UO's Work and Family Services Administrator. The primary contacts for your questions are:

- Director: All program and curriculum information, center policies, child development and parenting issues
- Infant/toddler mentor teacher: Program and curriculum information for classrooms for children under three
- Business manager: Billing
- Office coordinator: Enrollment, schedules, wait list and school-age transportation services

Substitute Director

During times when the director is not on-site, a substitute director will be appointed by the director. For extended scheduled absences, the UO work and family services administrator serves as the substitute director.

Professional Development

The Vivian Olum CDC has a commitment to supporting the professional development of its staff and student workers. Education and professional development are a regular component of our in-service workdays. The center also budgets some monies to offset the cost of fees for professional trainings, workshops, and conferences. In addition, we have a growing professional library of books and videos available for staff and students to use at the center.

Educational Philosophy

The educational philosophy of the Vivian Olum CDC is guided by the standards of the National Association for the Education of Young Children (NAEYC). Play-based curriculum, emergent curriculum, constructivism, and developmentally appropriate practice are all terms that describe our program.

Literacy

Literacy is fostered in our program by having children engage in symbolic communication in a functional way. Looking at picture books, matching pictures to print, telling and listening to stories and environments that are "print rich" are examples of literacy events in our early childhood programs.

Anti-Bias Education

The Vivian Olum CDC has a commitment to anti-bias education. We look at the contribution each individual makes to our diverse community as being important. Children with developmental differences, families of all configurations, people of different races, and parents and staff with different belief systems are all welcome

here. We strive to insure that all aspects of our curriculum are inclusive, allowing for the recognition, inclusion and the comfort of our diverse community. Although learning is individualized, we keep in mind that children are learning to be part of a group. Respect for others and practice in seeing other points of view are important aspects of this process for adults and children alike.

We are also committed to proactively challenging our assumptions and we strive to provide books, materials and experiences throughout the year that reflect diverse cultures that children may not likely see, as well as those that represent their family life and culture. We want to enrich the lives of children with respectful acceptance and appreciation of differences and similarities. To this end, we choose to not make holidays a focus of our children's activities, but to invite families to share their traditions with us if they wish to. We will recognize holidays that are significant to our families and provide opportunities for children to discuss their traditions. We limit our discussion of holidays to non-religious topics.

Media Use

The occasional use of television, films, and video tapes, is limited to rare, special circumstances that represent developmentally appropriate programming, previewed by a staff person. In this situation, alternative activities are always available, and no child is required to view the program.

Guidance and Discipline Policy

The basis of the guidance and discipline policy at the center is to encourage positive behavior and to facilitate empathic social learning. Since children generally desire positive attention from the adults around them, negative behavior is greatly diminished when those adults provide a supportive, nurturing environment.

The staff provides a safe, hazard free setting with careful supervision. The center's daily scheduling, curriculum plans, room arrangements and staffing patterns are designed to promote positive and enjoyable learning experiences, including respectful and trusting relationships between adults and children. Our foundations of child guidance include consistency in daily routines and encouraging positive behavior. Strategies such as redirecting children and setting clear limits are the basis for facilitating self- management when difficulties arise as well as developing self-control in children.

All children are encouraged to "use words" to express what they want, what they need, and how they feel. When age-appropriate, it is the staff's role to facilitate verbal problem solving among children in conflict. Appropriate and positive behaviors are continually reinforced. The staff's response to inappropriate or negative behavior may include: ignoring behavior, discussing the situation with the child, redirecting the child's activity, and/or using firm, clear and concise language to instruct the child as to a more positive way to express her/himself.

In situations when a child is having difficulty changing his/her behavior, and the above techniques have been unsuccessful, the staff will remove him/her from the situation to calm down. Staff will usually accompany the child to a space away from the activity for a brief period of time. The teacher would then explain to the child why she/he needs to calm down and what he/she needs to do in the future.

In special cases when a child is likely to hurt him/herself or another child, the teacher will stop the child by holding him/her. With a focus on prevention and anticipation of difficult behavior, this is a situation that occurs infrequently.

The Vivian Olum Child Development Center is committed to promoting healthy relationships and a safe learning environment. To this end, threats of harm to self or others, threatening verbal or physical behavior or acts of violence, shall not be tolerated at the center. The center reserves the right to discontinue the enrollment of any child that fails to follow this policy. The director maintains final discretion in matters of enrollment.

Special Education

The Lane County Early Childhood Referral and Service Agency, (ECCARES), contracts with the Vivian Olum CDC to provide placements for children who have identified delays or disabilities. These children will have an Individual Family Service Plan (IFSP) and a consultant from ECCARES who works with teachers, family members, and other specialists to help the child meet the goals of the IFSP.

Operating Calendar and Hours

The Vivian Olum CDC is open 7:30 a.m. to 5:45 p.m. The building closes by 6 p.m.

We operate all twelve months of the year with a variety of programs and schedules, including options for half day, full day, and partial week blocks of care, snow day care for school-age children, kindergarten wrap-around care and weekly summer camps for school-age children. Please ask for the annual calendars and schedules for current information.

Several center-wide closures are scheduled annually, based on university holidays and the operational needs of the center, such as facility cleaning and teacher in-services. Please check the annual calendar for specific dates.

Enrollment Policies and Information

Applications for admittance are accepted throughout the year. As openings for new families occur, available spaces are filled from a wait list with priority given in the following order:

1. Siblings of currently enrolled children whose parent is UO staff or faculty
2. New UO staff and faculty families

3. Siblings of currently enrolled children whose parent is a student
4. New UO student families
5. New community families

To be considered a university-affiliated family, at least one parent or guardian must be a current UO-affiliated employee or a currently matriculated UO student attending school at least half time. In addition, the person requesting care must be living with the child, either full or part time.

Status of UO-affiliation is verified through the individual's listing as an employee or student in the UO Banner System. For current families, this will be reviewed at least annually each fall, at the beginning of the university academic year. Families who experience a status change are expected to immediately notify center administration.

Children are enrolled in classrooms based on age and development and will generally stay with their group until the following September, at which time they transition as a group to the next age classroom. Ongoing enrollment beyond the academic year is guaranteed only for UO-affiliated employee families.

Withdrawal Policy

Withdrawal from the center requires 30 days advance written notice, regardless of child's attendance. Tuition will be charged at the rate of the original schedule for thirty days after submitting written notice of withdrawal.

Discontinuation of Enrollment

The Vivian Olum Child Development Center reserves the right to terminate services for reasons of delinquency in payment of fees, reaching a third late fee within one year, or inability of the child or parent to comply with the center's policies and procedures. The director maintains final discretion in matters of enrollment.

Changes in Schedule

30 days advance written notice is required, regardless of child's attendance, for any reduction in schedule. Tuition will be charged at the rate of the original schedule for thirty days after the submittal of a Schedule Request Form. Any increase in schedule will be based on space availability. New UO-affiliated families on the wait list will be offered available space before a currently enrolled community family who wishes to increase their schedule. To request a schedule change, submit a Schedule Change Request Form to the office.

Temporary Leave from the Center

Currently enrolled university-affiliated employee families who will be on leave from the center due to the requirements of university work may request a temporary leave from the center, reserving their child's spot from four weeks to a maximum of three months or one term by paying 75% of the tuition for every month they will be absent.

Immunizations

State law requires all children to be fully immunized who are attending child care centers and private and public schools, unless their parents are members of a religion

whose belief prevents immunizations from being given, or a physician certifies a medical contraindication. Upon enrollment, each parent must complete and sign a form giving dates of immunizations or state that they are opposed because of religious belief, or have a doctor sign a medical exemption.

Records

All enrollment forms must be received before the first day your child attends the Vivian Olum Child Development Center. It is most important that you designate a contact person that we can call to pick up your child in an emergency if we cannot reach you. If your address, phone number, emergency number, doctor, or any other information on your registration form changes, *please notify us immediately. It is crucial we have current information.*

Payment Policies

Tuition

Tuition is paid in advance. You will be billed on the 1st of the month and payments are considered delinquent after the 15th of that month. There is no discount for absences. A tuition box is located at the front desk for payments. Please leave a note if you need a receipt.

Families with two or more children attending will receive a 9% discount applicable to the lower of the two (or more) tuitions. This discount does not apply to “*Summer by the Week!*” or to extra hours.

Annual Fee

An annual fee is charged per child in September in the amount of \$75 to cover insurance and supply costs.

Late and Transportation No-Call Fees

A late fee is charged at a rate of \$1 per minute for any time a child is picked up past his or her scheduled hours of care.

A \$5 transportation no-call fee is charged to kindergarten and school-age families whenever a requested change in the scheduled transportation is not received or is received too late in the day to provide the information to the driver prior to departure for the scheduled pick up.

Fees are added to the monthly billing statement. No discount may be applied to fees.

More than three late or transportation no-call fees charged within one year may result discontinuation of services.

Outstanding Balance

Accounts are considered delinquent after the 15th of the month. Past due payments must be paid in full or be resolved through an approved written payment plan by the last working day of the month. Unresolved past due balances beyond the last working day of the month will be forwarded to the UO’s Collections Department.

Child-care services will be discontinued at the time a delinquent account is forwarded to Collections.

Federal ID Number

Our tax ID number is 93-600-1786 for income tax purposes.

Confidentiality

Information about the health or abilities of any child or a family's status is considered confidential. Such information will be shared with staff only as necessary to meet the needs of the child.

Classroom lists created for family use will only include addresses and phone numbers of children with parental permission.

Photographs and Video Tapes

Photographs and videos tapes of children and staff participating in center programs are taken occasionally in the following circumstances *and only with written parental permission*:

- By center staff, students and faculty for the purpose of university educational purposes.
- By staff for classroom purposes such as labeling cubbies, curriculum planning, photo boards, student aide trainings and as a means of sharing information with parents about a child's day.
- By parents to record a special classroom or center family activity or event, such as birthday party or field trip.

Non-routine Photography

Any use of photography or other images of children for center or UO publicity will always be preceded by an explicit written request for parental permission and subsequent parental approval.

Health and Illness in Children

The Vivian Olum Child Development Center intends to promote and extend the protection of well children, preventing illness whenever possible, as well as to provide the most appropriate environment and care for the well being of the child who becomes ill. We exclude ill children from the center:

- When the presence of the child poses risk of spread of infection to the other children;
- When the ill child requires more attention and care than is available by the regularly scheduled staff.

Guidelines for Exclusion

In compliance with the Rules for the Certification of Child Care Centers, State of Oregon, the center shall not admit or retain in care a child who has one of the following symptoms, or combination of symptoms, or illness:

1. Fever over 100 degrees F taken under the arm.
2. Diarrhea (more than one abnormally loose, runny, watery or bloody stool);
3. Vomiting;
4. Nausea;
5. Severe cough;
6. Unusual yellow color to skin or eyes;
7. Skin or eye lesions or rashes that are severe, weeping, or pus-filled;
8. Stiff neck and headache with one or more of the symptoms listed above;
9. Difficult breathing or abnormal wheezing; or
10. Complaints of severe pain.

A child who shows signs of illness, as defined in this rule, shall be isolated and the parent(s) notified and asked to remove the child from the center as soon as possible. If a child has mild cold symptoms that do not impair his/her functioning, the child may remain in the center and the parent(s) notified when they pick up their child.

Medication Administration during the School Day

Medication Administration Permission forms must be completed by a parent (or an authorized adult) and approved by a staff member when a child requires medication while at school. No prescription medication or non-prescription medication, including, but not limited to, pain relievers, sunscreen, cough syrup, diapering and first aid ointments or nose drops, may be given to a child except under the following conditions:

- A signed, dated, written authorization by the parent(s) is on file;
 - Prescription medication is in the original container and labeled with the child's name, name of the drug, dosage, directions for administering, date, and physician's name;
 - Non-prescription medication is in the original container, labeled with the child's name, dosage, and directions for administering; and
 - A written record of all medications administered listing, as a minimum, the name of the child, type of medication, the signature of the person administering the medication, date, time, and dosage given, shall be kept.
- Parent(s) shall be informed daily of medication administered to their child.

Emergency Procedures

Accidents

We strive to prevent accidents by creating a safe environment and providing careful supervision of children. However, minor injuries are part of growing up, and in the course of development, children take some risks. There is always a staff member present who is trained in first aid. Campus paramedics are called whenever there is question about whether or not a child needs treatment. All injuries are recorded on an accident report form, and a copy is sent home at the end of the day.

In the case of a serious injury to a child, efforts will be made to contact the child's parent(s). If a parent cannot be reached, the teacher will phone 346-6666 (or 6-6666 if calling from any campus location) and the emergency transportation system will

arrive at the center and take the child to an emergency facility nearby. A child's emergency and health information will accompany the child to the health facility.

Fire and Natural Disasters

Each classroom has an established evacuation plan for fire alarms and other potential emergencies.

If evacuation is necessary, we will maintain cell phone contact if possible. In addition to updating phone messages and attempting to contact parents, we will be under the direction of the UO Department of Public Safety.

Child Protection Measures

The State of Oregon Child Abuse Reporting Law requires that staff report suspected cases of child abuse or neglect.

Food Policies

Morning and afternoon snacks are provided by the center in the toddler, preschool, pre-kindergarten and school age classrooms. Children bring their own lunches from home and the center provides milk.

Each classroom provides snack menu information to families daily. Feeding times and food consumption information are provided to families of infants at the end of each day.

If parents bring food for all the children as snacks or for celebrations, the food must be commercially prepared.

Arrival and Departure

Children **MUST** be signed in and out each day. This is extremely important as the information is used to check attendance during emergency drills and events.

When the child arrives at the center, the person bringing the child must sign in and note the time of arrival in the classroom attendance book. Each child must be signed in properly before the center can assume responsibility for that child. Please make certain that the teacher in charge is aware of your child's arrival.

Upon departure, teachers will release a child only to a parent or another person who has been authorized by you in writing on the child's registration form. The teacher shall verify the identification of any person, other than the parent, who picks up a child. The person picking up the child must sign out and note the time of departure.

School-age children who the center transports may sign themselves in with teacher approval.

It is important that all families adhere to the times they have scheduled. Program routines are structured around the natural breaks during the day when parents drop-off and pick-up at their regularly scheduled times so as not to over schedule our programs. We ask you to please be prompt at the end of your child's scheduled half day, or full day, so that you are able to sign your child out and exit the classroom by 12:30 or 5:45 p.m. The building is closed by 6:00 p.m.

Fees for Late Pick Up

The center understands that unforeseen emergency circumstances may occasionally prevent a parent from picking his/her child up on time. However, parents who are habitually late inconvenience the center's staff as well as cause concern for their child and may adversely affect staffing ratios. Consequently, parents will be charged one dollar per minute for any time after their designated pick up time. ***Reaching a third late fee within one year may result in the termination of service.***

Addressing Your Concerns

The staff member in the best position to address your concerns will vary with the nature of the issue. All general program concerns can be presented to the director, and billing issues should be directed to the business manager. Scheduling, enrollment and wait list questions should be directed to the office coordinator.

Parents who have specific classroom issues are encouraged to first speak to the classroom lead teacher. If the parent and teacher are unable to resolve an issue to the satisfaction of both parties, a meeting can be scheduled with the director. Any issues that cannot be resolved between parents, teachers, and the director will be taken to the Work and Family Services administrator for resolution.

Planned Field Trips and Spontaneous Walks

Prior to a planned field trip, parents will be notified in writing by the classroom teacher and written parental permission will be required. Occasionally teachers will take the children on spontaneous walks to explore university and neighborhood parks.

Whenever a child or a group of children leave the center grounds, information about the excursion will be entered into the center's location log prior to departure. This log is kept at the front reception area. For all outings off the center grounds, there will be two staff with the children, and one of them must have infant/child first aid/CPR training. A list including all the children participating in the excursion will be left at the sign-in table in the classroom, as well as notification of date, time of departure and return, route and destination.

Clothing

Children enrolled at the center play outside every day. Please be sure that your child is dressed appropriately for the weather. Remember items such as boots or shoes, raincoat, sweater, jacket, hat, etc.

Please dress your child appropriately for activities. We will often be involved in messy art projects, and while precautions such as wearing smocks will be taken whenever possible, play clothes are best. Comfortable shoes with non-slip soles are recommended.

Diapers

The Vivian Olum CDC programs require parents to supply diapers.

Toys from Home

All classrooms are equipped with toys and equipment appropriate to the developmental stages of the children. As a general rule, therefore, toys from home are requested NOT to be sent to the center unless for a “special activity”. Please consult the teachers regarding these days and appropriate objects to bring to school at these times.

With very young children, however, a familiar toy or object when away from home for the first time may provide security. Children in the toddler class are therefore often encouraged to bring a special object to make separation easier. Please consult the teachers regarding specific situations for each child.

Note: No guns, weapons, or similar violent toys are permitted at the center.

Holiday Celebrations

The center recognizes that we live in a pluralistic culture with many different religious practices and beliefs. As a basic policy, the center does not present material that fosters or hinders religious beliefs among children. We choose to not make holidays a focus of our children’s activities, but to invite families to share their traditions with us if they wish to. We will recognize holidays that are significant to our families and provide opportunities for children to discuss their traditions. Discussion of religious holidays and practices are on a nonsectarian basis and on an inclusive basis. Seasonal and holiday celebrations are developed around being compassionate toward other human beings.

Based on parents’ beliefs, we support celebrating children’s birthdays in the classroom. If this is something you wish to participate in, please contact your child’s teacher. If parents bring food for all the children, as snacks or for celebrations, the food shall be commercially prepared.

Transportation

The Vivian Olum CDC provides transportation for school age children from several schools within a limited area. We lease vans from the state motor pool and use university-certified drivers. We share transportation services with the Moss Street

Children's Center. Please check with the office coordinator for information about current schedules and services.

Parent Participation

You are encouraged to participate in the activities at the center in a variety of ways which include:

Classroom opportunities

We welcome you to volunteer, to visit with your child during the day, or to share your special vocation or talent.

Vivian Olum and University Day Celebration

We invite you to participate in this special annual event that celebrates our community by volunteering to help with general center fix-ups, work on specific projects or help plan our all-center parade and picnic lunch.

Advisory Council

The purpose of the Vivian Olum Child Development Center Advisory Council is to involve the center's families and the greater university community in the development of center goals and policies. It is convened by the work and family services administrator and participants include center parents, the center director, a teacher representative, and may also include representatives from university departments. The council provides the center director and Work and Family Services administrator with recommendations regarding center policies and programs.