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About the Vivian Olum Child Development Center

Mission
The mission of the Vivian Olum Child Development Center (VOCDC) 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’s Center on Human Development and 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. The center is funded by a combination of parent fees and university support.

Certification
Vivian Olum Child Development Center is licensed by the State of Oregon Child Care Division (CCD) and is inspected annually by a licensing specialist. We comply with all CCD rules and a copy of these rules and regulations are available in the office for your reference.

Operating Calendar and Hours
The center is open 7:30 a.m. to 5:45 p.m. The building closes for families at 5:45 p.m. to allow staff to complete classroom closing tasks by 6:00 p.m. Parent cooperation is essential for staff to be able to complete these responsibilities within their scheduled work day.

The center is open all twelve months of the year with a variety of programs and schedules, including options for half day, full day, and Tu/Th or M/W/F blocks of care. For school-aged children, we offer an afterschool enrichment program which can include full day care for 4J school days-out, snow-day care, and weekly summer camps. 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.
Educational Philosophy and Center Values
Research in early childhood development and education demonstrates that a child’s emotional, social, and cognitive development are interdependent. VOCDC’s goal is to provide programs which encourage and support positive peer and social relationships and the development of critical thinking skills. Within these goals, play is fundamental and curriculum builds on children’s interests and understanding of the world. Play-based curriculum, emergent curriculum, constructivism, and developmentally appropriate practice are all terms that describe our program.

The center is committed to promoting and sustaining a community of trust, nurturing, respect and intention. Professional staff, student staff, and the children we serve are all asked to uphold these values in their relationships and work in classrooms.

In addition, we adhere to the National Association for the Education of Young Children’s Code of Ethical Conduct for programs of early childhood care and education. All employees are expected to follow this code when making workplace decisions.

These include a commitment to:
- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture, community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.

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, environments that are “print rich” are all examples of literacy events in our early childhood programs.

Anti – Bias Education
The VOCDC 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 ensure 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.
**Holiday Celebrations**

The center recognizes that we live in a pluralistic culture with many different religious and cultural practices and beliefs. As a basic policy, the center does not present material that fosters or hinders religious beliefs among children. Generally, we choose to not make holidays a focus for our children’s activities, but 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 and inclusive basis. Based on the children’s expressed interests and as developmentally appropriate, seasonal holiday celebrations such as Halloween and Valentine’s Day may also be observed.

We will support celebrating children’s birthdays in the classroom based on parents’ requests. If this is something you wish to participate in, please contact your child’s teacher. Food provided by parents for classroom snacks or for celebrations must be commercially prepared. In addition, out of sensitivity for all families, we ask that if you choose to use the classroom parent pockets to distribute invitations to a birthday party for your child, that every child in the classroom be invited.

**Guidance and Discipline**

The basis of the guidance and discipline policy at the center is to encourage positive behavior and to facilitate the growth of understanding emotions in oneself and others. Carefully planned environments and strong classroom communities provide support for children’s success. Strategies such as redirecting children and setting clear limits are the basis for facilitating self-management when difficulties arise. These strategies also aid children in developing self-control.

All children are encouraged to “use words” to express their needs and feelings. Staff facilitate problem solving among children in conflict, maintaining an awareness of each child’s development and temperament, and providing support at the appropriate level. Prosocial behaviors are encouraged and acknowledged by teaching staff. 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 in a more positive way to express her/himself.

If a child is unable to respond to these interventions, he or she may be asked to move away from an activity for a time. This allows space to calm down, express his or her feelings and needs, and participate in finding a resolution that allows him or her to be successful. Staff will usually accompany the child to a space away from the activity for a brief period of time and then assist the child to reenter the classroom activity. In special cases when a child is likely to hurt him/herself or another child, the teacher will stop the child or move the child away to a safe location.

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 who fails to follow this policy. The director maintains final discretion in matters of enrollment.
Our Classrooms

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

Dreamers

8 children: 8 weeks to 1 year
The Dreamers classroom serves the center’s youngest children and sets its pace around the needs and unique differences of infants. The program is designed to help babies feel secure, with attentive adults who respond 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 as promote 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 in the classroom.

Builders

12 children: 1 to 2 years
The Builders classroom provides care for older babies and young toddlers. Teaching staff begin to regularly implement carefully planned activities to foster cognitive, emotional, self-help, language, physical, and social growth while continuing to emphasize attentive and supportive relationships among children, caregivers and parents.

Motor development is a big part of the toddler classroom, and activities are planned to engage children and provide opportunities to practice emerging skills for both fine and large motor. Cognitive growth is illustrated through the toddler’s growing understanding of the world and how things work. Activities are designed to be open ended and include opportunities for new experiences, as well as repetition and practice.

Language acquisition is another developmental achievement for children at this time. Supporting this emerging cognitive skill is an important focus for our teaching staff. Adults responding to communication attempts, modeling language, and providing daily experiences with books and music are all designed to support growing language acquisition.

Pathfinders and Adventurers

10 children per classroom: 2 to 3 years
Identity becomes a significant developmental issue at this age, 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 offering choices whenever possible, and by introducing social guidelines.

Cognitive growth continues to occur through active exploration of the physical world. As active explorers, toddlers are eager to try new things and use materials in different ways.
At this age we see emerging social-emotional development, the development of friendships and peer relationships, and the emergence of self-help skills. In planning curriculum for toddlers, our teachers are prepared to be flexible and spontaneous, but also provide a consistent daily routine.

**Explorers**

**20 children: 3 to 4 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. Specific attention is given to supporting children’s emerging independence, as well as their peer relationships and their abilities to work together as a group.

**Voyagers**

**19 children: 4 to 5 years**
The Voyagers classroom offers child-centered learning activities guided by the center philosophy 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: 5 to 11 years**
Our Inventors classroom allows flexibility and freedom of choice within a secure setting for school-age children arriving after a busy school day. In addition, the classroom is open all day during most days the 4J School District public schools are closed. 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. Adults foster and nurture emergent and child-led projects such as publishing newsletters, writing and producing plays, and participation in a variety of clubs. They also can participate in outdoor activities each day.

Transportation for school-age children from several schools is available within a limited area. The center collaborates with the UO Moss Street Children’s Center to provide transportation services, which allows each center to include a greater number of schools. All drivers are qualified staff from one of the two centers and have completed the UO driver certification process. Please check with administrative staff for information about current schedules and services.
Summer-By-The-Week!

20 children: 5 to 11 years

Summer-By-The-Week! is a dynamic full-day summer camp experience with activities planned around a weekly theme. Opportunities are provided for children to learn, explore, conduct investigations, create, and engage with peers. The program is based at VOCDC, but groups will take daily field trips around campus and into the community. Enrollment is on a weekly basis.
Vivian Olum Child Development Center Staff

Teaching Staff

Lead and Assistant Teachers
Professional teaching staff are the core of our program. Lead teachers and teacher assistants who are University of Oregon employees professionally staff the classrooms. The professional teachers in your child’s classroom are your primary contact for communication about your child and family. All of our center professional teaching staff have at least an associate degree in the field of early childhood education or equivalent experience. Hiring procedures follow UO guidelines and affirmative action practices.

When professional teaching staff take sick or vacation leave, the center schedules on-call teachers from our pool of temporary and permanent substitute teachers. All substitute teachers meet at least the requirements of classroom assistant teachers, have been trained in the classrooms and are familiar with the special requirements of teaching each group they are assigned, including pertinent medical information, allergies and special needs.

University Students
Professional teaching staff is complemented by paid student employees, interns, practicum students and volunteers. The professional teaching staff work with university students as a team, offering leadership and training within each classroom. Students are assigned a range of responsibilities based on their education and experience according to State of Oregon CD 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.

Each classroom is staffed to meet and exceed the State of Oregon CCD requirements for ratios of children to staff. Everyone who is employed at the center has undergone a criminal history check through the State of Oregon CCD. Interns, practicum students, and volunteers are not counted in our ratios, but do provide additional support in our classrooms. They receive background checks either through the CCD or through the university.

Administrative Staff
The center’s administrative team includes the center director, assistant director, business manager, and office support staff. As a program of Human Resources, oversight is provided by the UO’s director of HR Programs. The primary contacts for your questions are:

- Director: Program and curriculum information, tours, center policies, child development and parenting issues, personnel issues
- Assistant director: Program and curriculum information for classrooms of children under three, center policies, child development and parenting issues, personnel issues
- Business manager: Tuition and billing issues, building issues
- Office coordinator: Child enrollment, schedules, wait-list policies and issues
- Office specialist: General reception support such as handling messages regarding child attendance and messages for classroom teachers, forms

Substitute Director
During times when neither the director nor assistant director are onsite, a qualified substitute director will be appointed from the lead teaching staff.
Classroom Information and Policies

Arrival and Departure
Children **MUST** be signed in and out each day. This is extremely important as the information is used to verify our numbers throughout the day as well as 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 the parent in writing. 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 are transported by the center may sign themselves in with teacher approval. Teachers will verify their arrival time.

It is important that all families adhere to their scheduled time. 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 either 12:30 or 5:45 p.m. at the end of your child’s scheduled time. We also ask that you not drop off your child until 7:30 or 12:30 depending on your child’s scheduled start time. If you need extra hours, a request form is available at the front desk and we are happy to accommodate you based on availability.

**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 a fee for any time after their designated pick up time. Refer to the fee schedule for details. **Reaching a third late fee within one year may result in the termination of service.**

**Walks and Planned Field Trips**
As part of our program, children and staff often go on walks to explore and enjoy the university and neighborhood parks. Our older classrooms also go on field trips to various locations away from the university. These trips are carefully planned to augment the educational program and to provide a safe, enriching, and fun experience for children.

We take all reasonable precautions to ensure safety on these trips. Whenever a child or a group of children leave the center grounds, information about the excursion including route information, names of children in the group, and expected return time is left at the front desk. 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. Staff carry cell phones, as well as an emergency backpack containing a first aid kit, emergency contact information, and extra supplies.

Each child going on a field trip needs a signed permission form to participate. We encourage all children to join us on these trips, but appreciate that, for various reasons, you may decide not to have your child
participate. Participation in a planned field trip is completely voluntary. However, parents are responsible for alternative care for their child if they choose not to participate.

We require all children in vehicles to wear safety belts. All our staff drivers have received bus training and driving records are checked annually for all of our drivers. Our buses are equipped with seat belts as well as child safety harnesses.

The center carries a secondary Daycare Medical Insurance Policy that covers field trips, and the policy MAY cover some expenses after your primary medical insurance remedies have been exhausted. However, any such secondary coverage depends on the facts in individual circumstances and is decided by the insurance company, not the university. Accordingly, parents are solely responsible for the expenses of any medical care provided to their child.

Occasionally, unexpected events may occur on field trips that are beyond the university’s ability to control or foresee, including but not limited to exposure to allergens, other people’s actions and accidents over which the university has no control. Good preparation will help us to respond promptly and appropriately to those events.

**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. We request that you keep a change of clothing for your child at school and replenish as necessary.

**Diapers**

The VOCDC programs require parents to supply diapers. We can accommodate cloth or disposable 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. Toddlers are therefore often encouraged to bring a special object to make separation easier. Please consult the teachers regarding specific situations for each child. No guns, weapons, or similar violent toys are permitted at the center.

**Media**

The occasional use of television, films, and video is limited to rare in our classrooms. There are special circumstances that represent developmentally appropriate programming. All programming is previewed by a staff person. In this situation, alternative activities are always available, and no child is required to view the program.
Internet videos or photos as a resource for information relating to specific curriculum is used in some classrooms. We intentionally limit screen time, and internet use is only employed as a research tool.

**Parent/Teacher Communication**

We value the knowledge parents have about their children, and we understand the need for parents to know about what happens during the day when a parent cannot be with their child. Communication between parents and teachers is crucial to a child’s success in the classroom. Each classroom has a communication notebook located near the sign-in area. Information about absences, pick up times, or appointments can be written here. More confidential information should be shared directly with a teacher either in a written note or email, or in person.

We recognize that pick up and drop off times can be hectic, and children are deserving of parents’ attention during these times. We encourage parents to email teachers or to request a phone call in order to discuss specific issues about children or classroom activities.

Teachers appreciate knowing about upcoming extended absences, any changes happening at home, changes in eating or sleeping routines, or any illness. These tend to impact the child’s affect during the day, and teachers want to be aware and able to support children who need extra attention.

Parents can receive general information about the child’s day by checking the posted photos, curriculum plans, or white board news. Checking in with teachers as time allows is also welcomed. Teachers will inform parents of any out of the ordinary behaviors. Monthly newsletters are also sent out for each classroom.

Teachers will offer parent/teacher conferences twice yearly, usually in the fall and in the spring. Parents are welcome to request conferences at any time, and teachers may request a meeting if there are specific issues to address.

**Screening & Assessment**

We recognize and honor the fact that each child develops at his or her own pace, and thus every child in a classroom will not be mastering the same skills as the same time. Teachers spend time observing each child to determine strengths and challenges, and then design curriculum activities to support children’s growth. Teachers share these observations with parents through written notes, conversation, or individual parent conferences.

The Ages and Stages Questionnaire (ASQ) is used to screen children in a variety of developmental areas. This tool was researched and developed at UO, and is widely used as a primary screening for children’s communication, motor, cognitive, social-emotional, and problem-solving abilities.

Parents and teachers complete the forms at least annually, and they are used as the basis for conversation during conferences. Parents may request additional screening at any time, and can be referred for assessment in cases where development is questionable or parents or teachers have concerns.

**Oregon Quality Rating Improvement System**

All classrooms participate in the statewide Quality Ratings Improvement System (QRIS). Oregon’s QRIS program is part of a national effort to improve the quality of child care by engaging in an evaluation process with each center, and subsequently setting goals for improvement. Through this process we have the opportunity to look closely at our practices and document what we do. We view this process as an
opportunity to be thoughtful and reflect on our program’s values, to look closely at our practices, and to continually improve.

**Additional Infant and Toddler Classroom Policies and Procedures**

Infant and toddler classrooms have standardized policies and procedures for feeding, diapering, and napping. These are based on best practice and state child-care guidelines, and are provided to all infant and toddler families and available to all center parents for review on request.
Health and Medication Policies

The Vivian Olum Child Development Center strives to promote and extend the protection of children’s health, preventing illness whenever possible, as well as to provide the most appropriate environment and care for the wellbeing 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.
- Ill children may not return to the center until they are free of symptoms for 24 hours without the aid of fever reducing medication.

Guidelines for Exclusion

In compliance with the State of Oregon Child Care Division’s rules, 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. The center uses temporal scanning thermometers.
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

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.

When it has been determined that a child is too ill to remain at the center, we ask that you make arrangements to pick up our child within 30 minutes. Isolation of a child away from the classroom uses extra staffing and can affect the activities of the rest of the group.

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
- 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.
• Expired medication cannot be used and will be sent home.

Allergies
Every child with a life-threatening allergy must have an allergy plan from their doctor instructing us on how to respond when a child has an exposure to the allergen while at the center. This plan must be in place, including staff training time (on the plan and use of EPI pen if it is part of the plan) before the child begins child care. If the child is already in our care when a life threatening allergen is identified, a plan must be in place before the child can again be left in care.

We work with families to support children with allergies, providing alternatives when possible. When a child has a life-threatening food allergy (most often nut allergies), we will make every effort to eliminate that food risk. All families in the child’s classroom are notified when these precautions are requested and asked to take action to help us provide a safe environment for every child. However, we can never guarantee that the entire center will be allergen free as we cannot control the actions of the many individuals who utilize this program (students, staff, families, and children).

Sunscreen for Children
The VOCDC uses Rocky Mountain Sunscreen that has ingredients and formulas that are approved by the FDA and have been tested by independent testing agencies. These ingredients include Oxybenzone and Retinyl palmitate (vitamin A). Resources for evaluating sunscreen ingredients include www.rmsunscreen.com, www.sunscreensafety.info, www.aad.org, and www.skincancer.org.

Parents are asked each year to give written consent on how they want us to protect their child from the sun including: Use of Rocky Mountain Sunscreen (provided by the center), use of parent-provided sunscreen product, use of sunglasses, hats and other clothing. Most classrooms apply sunscreen twice daily on warm, sunny days. Sunscreen is considered an over the counter, or non-prescription medication by the child care division. Staff will need signed consent from parents before using sunscreen on a child. We cannot use spray sunscreens.
Nutrition and Food Policies

Children bring their own lunches from home and the center provides milk for lunch. State child-care guidelines specify that each child’s lunch must include at least one serving from each of the following food groups: fluid milk (provided by the center); breads and grains; meat, fish, poultry, or meat alternatives (e.g. dried beans, peanut butter, yogurt, or cheese), as well as 2 servings of fruits or vegetables. Teachers check lunches daily for these food groups. Serving sizes can vary according to a child’s age, and appetites increase as children grow. Teachers can supplement with food from the center if needed, and will notify you if your child is consistently hungry after finishing their lunch food. We also ask that lunchboxes are labeled with the child’s name, and that each lunch box contains an ice pack to keep cold foods cold. Morning and afternoon snacks are provided by the center. Snack always consists of at least two of the following food groups: breads and grains; protein; fruits and vegetables; fluid milk. In many classrooms children are also provided an opportunity to revisit their lunchboxes at afternoon snack to finish any uneaten food. Snack menus are posted in every classroom.

Children in the Dreamers classroom consume only food brought from home. Children are fed as needed and according to parents instructions. As these children get older and are ready for milk, the center will provide that for meal times. Feeding times and food consumption information are provided to families at the end of the day.

Occasionally parents bring food for all the children as snacks or for celebrations. This food must be commercially prepared.
Safety and Emergency Policies and 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. All injuries requiring first aid are recorded on an accident report form, and a copy is sent home at the end of the day. Often for injuries where the child is particularly upset or will have a visible injury, teachers will contact parents to discuss the situation.

In the case of a serious injury to a child, parents will be contacted. If emergency services are needed, we will call 911. If it is determined that it is necessary to transport a child for emergency services, a staff person will accompany the child if a parent is not present. A copy of the 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, and fire evacuation drills are practiced monthly for all classrooms. In addition, earthquake and lockdown drills are practiced quarterly.

The assembly point for evacuation due to fire is the Knight Law School courtyard. This is where we gather for practice fire drills and where we will convene if we evacuate the building for fire. In the case of an earthquake, we will assemble on the lawn between the Knight Law School and the Global Scholars Hall, away from windows, trees and buildings.

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 Emergency Management.

Child Protection Measures
The State of Oregon Child Abuse Reporting Law requires that staff are trained in recognizing and reporting child abuse and neglect, and all staff are mandated to report suspected cases of child abuse.

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. Occasionally, family information may be shared with regulatory agencies, e.g., the Department of Health and the Child Care Division, with the knowledge of the parents.

Classroom family email and contact lists are created for family use only, and information is included only with parent permission.

Staff Background Checks
Every center employee must pass a criminal background check through the Child Care Division. Volunteers and practicum students are screened through university processes, either through their departments or through HR.
Visitors to the center are required to sign in at the front desk and are always accompanied by a staff person.

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

- By staff for classroom purposes such as labeling cubbies, curriculum planning, photo boards, staff trainings, and as a means of sharing information with parents about a child’s day.
- By center staff, students and faculty for the purpose of university educational purposes.
- By center staff or 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.

**Lockdown**
In the event of a dangerous situation or threat of harm from outside of the center, we will implement the following lock down procedures: locking all outside doors, closing blinds, and keeping children away from windows. We will be in close contact with UO police and emergency management, and they will assist us to take every needed precaution to ensure the safety of the children and staff. It may become necessary to prevent people from entering or exiting the building, in which case we would communicate with parents via phone or UO Alerts.

**Inclement Weather**
In the event of severe inclement weather, we will make decisions about center opening or closures based on the safety needs of the children and staff. At a minimum, the center follows any UO *institutional closures or delays*, (as opposed to academic classes’ cancellations or delays), meaning:

- The center may be open on some days that public schools are closed
- If UO is closed, the center will be closed
- If UO is on a delayed start or closes early, the center will follow the UO schedule
- In the event of an early closure, parents will be notified via UO Alert

If the center is open and public schools are closed, we will provide care for school-aged children beginning at 8:00 am.

We reserve the right to cancel transportation in days where the roads seem dangerous. Parents will be notified by phone as soon as possible if this decision is made.

**In addition, we may institute center specific closures or delays based on safety considerations.** The best way to get information about our status is to check the UO Alert system, the center’s main phone line messages, or the local media.
UO Alerts

Each UO staff person or student has the ability to sign up for the UO Alert system. This system will notify you by text or email in the case of any situation on or around the UO campus that could impact you. It will also post information about emergency situations or closures. We encourage all of our families to connect with this resource as in the event of a true emergency, that will be the fastest way to communicate with all of our families.
Enrollment and Waitlist Policies

Enrollment
The center uses an annual enrollment model based on the school year which begins September 1. Because we value developing and maintaining relationships among children and caregivers, we keep each classroom of children together as a cohort for the entire year, allowing teachers and children to fully develop their relationships. At the time of enrollment, we look at the child’s age as of September 1 to determine classroom eligibility. If new children are added to the classroom mid-year, we will strive to keep the age range within 12 months for all of our classrooms except the school age. UO-affiliated families are guaranteed ongoing enrollment from year to year based on the child’s current schedule. Requested schedule changes will be accommodated based on availability.

Waitlist Application Requirements and Process
Whenever an opening occurs, the center fills requests for schedule changes from currently enrolled UO-affiliated families before admitting new children from the wait list.

Openings for new children are filled from a wait list. Before making an enrollment offer, the center considers the ages of the children on the wait list in relation to the current group and then assigns enrollment priority as follows:

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

Status of an individual’s UO-affiliation is verified through that individual’s listing as an employee or student in the UO Banner System. For current families, this will be verified at the time of an initial offer, and reviewed at least quarterly. Families who experience a status change with respect to UO-affiliation must immediately notify the center administration.

Ongoing enrollment beyond the academic year is guaranteed only for UO-affiliated employee families. When schedule changes are requested, we follow our priority listed above.

Although the center tries to accommodate families on the wait list when making an enrollment offer, families may need to accept enrollment offers relatively quickly, so the center encourages families to update contact information and their need for care as changes occur.

Waitlist applications are accepted throughout the year. Each application remains active for one year from the day the center receives the completed application with payment of the non-refundable application fee.

The center will notify each family at least one month before the family’s application expiration date, and the family may renew at that time for another year.

To remain on the wait list for another year with the same wait list priority, a family must submit an updated application accompanied by the annual non-refundable fee no later than the family’s application
expiration date. If a family submits an application after that date, the family will be placed at the bottom of the wait list.

Changes to the wait list application, (e.g. requested start date or schedule) may be made at no cost any time.

**When an Offer of Enrollment is Made**

When an opening occurs, the family at the top of the wait list will be offered the current opening regardless of whether it matches the schedule they requested.

When the center offers a family enrollment that matches the family’s application request, and the family **declines the offer of enrollment**, the family may remain on the wait list as follows:

- If the family submits an updated application, along with the annual non-refundable application fee and an **additional wait list fee for administrative purposes**, the family may remain on the wait list for one year from the date of the updated application, and the family will retain its position with its original application day and year on the wait list.
- Alternatively, if the family submits an updated application, with only the annual non-refundable application fee, the family may remain on the wait list for one year using the day and year of the updated application, but the family will be placed at the bottom of the wait list.
- Any family that declines an offer that matches its application request and fails to submit an updated application and fee will be removed from the wait list.

If a family is offered enrollment that DOES NOT match their application request and they decline the offer, they may maintain their wait list position until their application expiration date when the family may renew its application according to the procedure described above in **Wait List Application Requirements and Process**.

**Exceptions** to this policy may be made in situations involving a miscarriage, still birth, delayed adoption finalization and other similarly unpredictable circumstances, within the center director’s discretion.

**After the Enrollment Offer is Accepted**

Once an enrollment offer has been accepted, the completed registration forms, fees and first month’s tuition must be received within two weeks in order to guarantee enrollment. At this time, the child is considered enrolled and subject to all center policies regardless of his or her actual start date. These policies include but are not limited to: withdrawal notification, schedule changes, and tuition payments.

**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. This special accommodation can be requested in a number of ways:
• Parents may reserve the child’s spot from four weeks to a maximum of three months or one term by paying 75% of the tuition for every month the child will be absent
• In the event that the child’s scheduled care can be filled on a temporary basis, and the absence is at least six months, parents may reserve the space by paying 10% of the child-care tuition
• By withdrawing from the center with the required 30 days’ notice and joining the waitlist with priority status over new 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.

Immunizations
State law requires all children who are attending child care centers and private and public schools to be fully immunized, unless their parents can provide proof of a medical or non-medical exemption. Upon enrollment, each parent must complete and sign a form giving dates of immunizations, and we ask that parents provide updates as they are obtained.

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 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 Registration Fee
An annual registration fee is charged per child each spring for the upcoming program year to cover insurance and supply costs.

Late Pick up Fees
A late fee is charged per minute for any time a child is picked up past his or her scheduled hours of care. Refer to fee schedule page.

Transportation Late or No-Call Fees
A transportation no-call fee is charged to school-age families whenever a requested change in the scheduled transportation is not received or is received less than 2 hours before your child’s scheduled pick up time.

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 in 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
The center’s tax ID number is 46-4727800 for income tax purposes.
Parent Resources and Opportunities
Parents are welcome members of the center community! We welcome you to volunteer, to visit with your child during the day, or to share your special vocation or talent. You are also encouraged to participate in the activities at the center in a variety of ways which include:

Parent Advisory Council
The Vivian Olum Child Development Center Parent Advisory Council serves as the primary avenue for parent participation and involvement in center operations and the development of center goals and policies.

Issues with which the Parent Council may be asked to address include budgeting, fundraising, promoting and implementing center community events and reviewing current or proposed operating policies. In practical terms, the Council advises the center director and the director of Work-Life Resources, who for legal, contractual and programmatic reasons, have authority over operational decisions.

Any center parent who wishes may be an active Parent Council member. Based on the initiatives and issues being addressed, additional participants may be recruited from the greater university community and/or the center staff.

The Council meets at least quarterly during the academic year, establishing the scheduled based on the member needs and the priorities for the year. Depending on the availability of classroom space, child care at no additional cost may be requested for enrolled children during these meetings. Meeting notes are distributed center-wide.

Center-Wide Community Events
At the Vivian Olum Child Development Center, we value community building and believe that coming together to celebrate and show appreciation are important practices. We also recognize that families and staff lead busy lives! Traditionally held annual events where families are especially invited to participate include:

Vivian Olum Day
Held the third Thursday of May in coordination with University Day, this annual event honors Vivian Olum and celebrates her birthday. Each classroom plans and participates in a festive parade around the neighborhood to bring flowers to our neighbors. The parade culminates in a center-wide potluck with birthday cake. Families are invited to bring flowers, food for the potluck, and to join us for any part of the day.

Student Appreciation
To show appreciation for the dedication of our student staff, we provide food for them during finals week. VOCDC staff provide food for Fall Term, and parents are asked to bring food Winter Term. At the end of Spring Term, we hold a celebration potluck for our graduating seniors, inviting families to join us in recognizing and appreciating those students who are completing their degrees and moving on.

Family Use of the Commons
Families are welcome in their child’s classroom at VOCDC at any time. Families who wish to use the Commons to spend time with their child, either during the day or at the beginning or end, may do so as
long as it does not disrupt classroom activities or other families. Families must leave the building by 5:45 pm when the center closes.

The Commons space is available for all classrooms, and many classes use the space as extensions of their learning environment. Therefore it is important that materials are cleaned up and used respectfully. We strive to keep the space safe for all ages, so please help to insure that any small or choke-able items are stored safely.

**Classroom Email Lists**

We recognize that many children will develop relationships within the classroom, and parents may want to encourage this outside of classroom time. As a part of our enrollment paperwork, each family is asked if they wish to share their contact information with other families in the class. A family contact list for each classroom is available, containing only the information we have been authorized to share.