



Family Handbook 2024



UNIVERSITY OF
OREGON

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About the Vivian Olum Child Development Center

Mission

The Vivian Olum Child Development Center is a community where children are nourished, families are welcomed, and educators feel valued. We provide comprehensive high-quality programs of early childhood for the children of University of Oregon faculty and staff. The center offers faculty and students interested in the development of young children a setting for observation, employment 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 (VOCDC or the 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. The Center now operates under the Office of the Vice President for Finances and Administration and is funded by a combination of parent fees and university support.

The Center 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.

Licensing

The Vivian Olum Child Development Center is licensed by the State of Oregon Department of Early Learning and Care, Child Care Licensing Division (CCLD) and is inspected annually by a licensing specialist. We comply with all CCLD rules and a copy of these rules and regulations are available in the office for your reference or online at <https://www.oregon.gov/delc>. We almost always exceed minimum staff to child ratios. The licensing minimums are as follows: Infants/Young Toddlers 1:4, Toddlers 1:5, Preschool/Pre-K 1:10. Information about child care providers can be accessed on the child care safety portal at <https://www.oregon.gov/delc/families/pages/child-care-safety.aspx>. Our current license and additional center information is always available to families on the bulletin board in the Commons or you are welcome to contact administration at any time with questions.

Operating Calendar and Hours

The Center is open daily from 8:15 a.m. to 5:15 p.m. The building closes for families at 5:15 p.m. to allow staff to complete classroom closing tasks by 5:30 p.m. Parent cooperation is

essential for staff to be able to complete these responsibilities within their scheduled workday. We have monthly early closure days on the second Wednesday of each month for staff professional development.

The Center is open all twelve months of the year. Most children attend full days Monday through Friday. We have a limited number of Tu/Th or M/W/F schedules available in older age groups. 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 operating 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. Our 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. We use the Creative Curriculum as the basis for our curriculum planning.

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.

Inclusive Environment

The Center is committed to creating an inclusive environment where the contribution each individual makes to our diverse community is valued. Differences in development or ability, families of all configurations, people of different races, and families and staff with different belief systems are all welcome here. We strive to ensure that all aspects of our curriculum are inclusive and acknowledge the diverse identities held by staff, children and

families. Respect for others and the importance of seeing other points of view are important 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 both represent and differ from our own family lives and cultures.

Our Classrooms and Curriculum

The Center is comprised of seven classrooms, serving children 8 weeks through 5 years.

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 and Navigators

8 children per classroom: 1 to 2 years

The Builders and Navigators classrooms provide 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

older 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. They are broadening their understanding of community, making connections across the UO campus.

At this age we see emerging social-emotional development, the development of friendships and peer relationships, and the emergence of self-help skills. Reading books, doing finger plays, and telling stories are all used to support these blooming social 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, language 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. Individual and small group work focuses on pre-literacy skills, asking questions, exploring topics of interest, and working on projects over time. 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

20 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, mark making, writing and drawing, 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.

Center Staff

The Center is staffed by a combination of professional lead teachers, floater teachers, student staff, and administrative staff as well as qualified substitute teachers and volunteers. Each classroom is staffed to meet or exceed ratios required by state regulations and receives support from leadership staff as needed.

Everyone who is employed at the Center has undergone a criminal history check through the State of Oregon CCLD. Interns, practicum students, and volunteers are not counted in our ratios, but do provide additional support in our classrooms. They receive background checks or clearance either through the CCLD or through the university.

The staff to address your questions or concerns varies with the nature of the issue. Questions or concerns relevant to your child's classroom are best directed initially to the teachers, though you are also welcome to seek support from administrative staff as needed. Questions or concerns about policies or procedures can be directed to administrative staff.

Teaching Staff

Professional Teaching Staff

Professional teaching staff are the core of our program and are instrumental in creating an exceptional experience for children and families. Our teachers are University of Oregon employees whose qualifications meet or exceed the requirements for teachers defined by the Department of Early Learning and Care, Child Care Licensing Division. The position descriptions for all staff are available through the front office. All staff complete the minimum licensing requirements for initial and ongoing training. The Center follows all University of Oregon policies and procedures in our hiring and employment practices. The professional teachers in your child's classroom are your primary contact for communication about your child and family.

When professional teaching staff take sick or vacation leave, the Center schedules teachers from our pool of temporary and permanent floater 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. Substitute teaching staff, additional student staff, or administrative staff may also provide support in classrooms when teachers spend time outside of the classroom room in order to prepare curricula and plan their programs, or attend meetings or conferences with parents or staff, as these functions are also critical to their ability to provide a quality experience for the children.

University Students

Professional teaching staff members are complemented by paid student employees, interns, practicum students and volunteers. The professional teaching staff work with 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 Child Care Licensing Division (CCLD) 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, assistant directors, business manager, and office support staff. The Center reports to the Office of the Vice President for Finance and Administration. The primary contacts for your questions are:

- Director: Program and curriculum information, center policies, child development resources, parent engagement, health and safety issues, personnel matters
- Assistant Director for Education: Program and curriculum information, center policies, child development and family resources, professional staff supervision
- Assistant Director & Program Coordinator: Staff scheduling, student staff supervision, floater teachers, volunteers and practicum students, licensing and compliance
- Enrollment and Operations Coordinator: Enrollment, schedules, wait-list policies and procedures. Tuition and billing issues, facility issues
- Office Specialist: General reception support such as handling messages regarding child attendance and messages for classroom teachers, forms

Substitute Director

During rare times when neither the director, assistant director, nor program coordinator are onsite, a trained substitute director will be appointed from among the teaching staff.

Program Policies and Procedures

Respectful & Safe Environment

Maintaining a safe environment where children, families and staff know they will be treated with respect and consideration is of utmost importance at our Center. We believe that open communication between parents and staff is essential to the quality of care we provide, and it is our intention to always communicate with families in a respectful manner. We ask families to join us in creating an atmosphere of mutual respect and adults to conduct themselves in ways that help everyone feel safe.

Please do...

- Be respectful and calm when speaking with your child, teachers, staff, or other people's children and their families.
- Supervise your child from the car to the classroom and from the classroom to the car (including older siblings).
- If you see a child other than your own being hurtful or unsafe, inform the teacher and allow the teacher to intervene.
- Contribute to our efforts to maintain a safe and inclusive environment for all.
- Comply with center policies and procedures outlined in this document or by program staff.
- Bring questions or concerns directly to the staff person who can help address the issue. If you need additional support, please do not hesitate to contact the Director.

Please do not...

- Use, or threaten to use, any form of corporal punishment at the Center, or engage in verbally or physically abusive behavior with children, staff, or other families at the Center.
- Raise your voice, use profanity, or engage with staff in a disrespectful manner.
- Use drugs, alcohol, or other illegal substances on premises, or come to the Center under the influence of alcohol, drugs or any other illegal substance.

Failure to comply with the above expectations for adult conduct may result in termination of service.

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 on the classroom attendance sheet. 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.**

Teachers will release a child only to a parent or another person who has been authorized by a parent/guardian in writing. Staff shall verify the identification of any person, other than a

parent/guardian, who picks up a child. The person picking up the child must sign out and note the time of departure.

The Center may refuse to release a child to a parent or other authorized person who is visibly impaired by alcohol or illegal drugs and may contact the police or child protective services as appropriate.

It is important that all families adhere to their scheduled arrival and departure times. Program routines are structured around the natural breaks in the day when parents drop off and pick up. Please refrain from dropping off during rest time (~12:30-3pm). We ask you to please be prompt at the end of your child's scheduled care, so that you are able to sign your child out and exit the classroom by 5:15 p.m. If you need additional care on a day your child is not normally scheduled, a request form is available at the front desk, and we are happy to accommodate you based on availability.

If your child has a planned absence or schedule variation, please send a message via the Teams app, let the front desk know, and/or inform a teacher. If an unplanned absence arises (illness or otherwise), we request that you call to notify us so that the classroom can plan their day based on numbers in attendance or track incidence of illness.

Late Pick Up

The Center understands that unforeseen circumstances may occasionally prevent a parent from picking up their child on time; however, habitual late pickups pose challenges for center staff, the program, and your child. Consequently, parents will be charged a fee for any time after 5:15pm. Refer to the fee schedule for details. ***Reaching a third late fee within one year may result in the termination of service.*** If you are going to be late, please call the Center so that we may inform staff and reassure your child.

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.

While we recognize consistency is important, the uniqueness of both child and circumstance require flexibility in discipline procedures and in assuring the maintenance of a climate conducive to learning and safety. 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 their feelings and needs, and participate in finding a resolution that allows them 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 themselves or another child, the teacher will stop the child or move the child away to a safe location.

In situations where serious and/or repeated behaviors occur, a behavior plan will be established consisting of clear non-punitive consequences. In such instances the parent(s) will be fully involved in any discussions and plans and will be updated frequently on the child's progress. If the behavior plan does not effectively resolve the issue, next steps will be considered on a case-by-case basis. Next steps can include further parent-teacher meetings, seeking support from EC CARES, counselors, or other outside support, or discontinued enrollment. Our philosophy is to partner with parents to best support every child and to find solutions that will work both in the classroom and at home.

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 and/or 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.

Child Support Teams

Child Support Teams are a tool to facilitate communication between home and school. They can be convened at any time, at the request of a family or teachers. These teams can be used for any number of reasons from challenging behaviors at home or school, special needs, family transitions (like changing custody arrangements), etc., and are centered in the goal of supporting the child. Teachers, family members, and administrators work together to gather observations, develop strategies, and provide support to the child at home and school. Occasionally, outside resource providers (like occupational therapists, speech therapists, EC Cares professionals, etc.) may be included in these meetings.

Steps for Addressing Challenging Behaviors

The behaviors of children will be addressed by classroom staff as outlined by the guidance and discipline policy. This can include positive reinforcement for appropriate behavior, redirection, offering choices, reminders of classroom rules, modifying the classroom environment and/or daily schedule, and providing a supervised quiet time for the child to gain control. Classroom staff shall observe all children and document these observations to help ascertain any patterns or precipitating factors of the challenging behavior. At no time will staff use shaming, the withholding of food, or physical punishment of any kind. Teachers will engage parents in conversations to ensure consistency between home and school, and to ensure that solutions are not overlooked.

When a child exhibits a challenging behavior on a continual basis that is not resolved through appropriate behavior management strategies, the classroom staff will document the behavior and consult with the classroom supervisor for further guidance.

If the challenging behavior is still not resolved, the center staff shall request a meeting with the child's parent(s), to discuss the behavior. The center staff and parent(s) will collaborate on the development of strategies to resolve the behavior. A written behavior plan may be implemented at this time. During this process, the classroom staff will keep the child's parent(s), the classroom supervisor, and the center director informed of progress in resolving the challenging behavior. If a child's behavior results in an injury to another child or staff member, the child's parents will be notified as soon as possible and written documentation of the incident will be provided to the parent(s), shared with the supervisor, and placed in the child's file.

If the center staff feels that they need further assistance in resolving the challenging behavior, the program may, with parental permission, request the assistance of an outside party. If the center staff feels that the problem may be a result of a special need, the program may, with parental permission, refer the child for evaluation. EC Cares is the agency that would conduct the evaluation and would be consulted for behavior support for children younger than school aged. If the parental permission is refused and the behavior continues, the continued enrollment of the child will be reconsidered.

If the results of an outside evaluation suggest the need for accommodations for special needs, the Center will provide these or other appropriate, accommodations if they are not an undue hardship on the program as outlined in the Americans with Disabilities Act (ADA).

If all the above steps fail to resolve the challenging behavior, the program will consider appropriate next steps, which could include discontinuation of enrollment.

Written documentation of these steps will be provided to the parent(s) and placed in the child's file.

Caring for Children with Special Needs

When caring for a child who has or is at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who requires health and related services of a type or amount beyond that required by children generally, a certified child care center must have a written care plan. We strongly believe that early intervention can be vital to a child's long-term success, and we strive to support the child, family, and teachers in best understanding and meeting the child's needs. If the individualized service (like EC Cares) requires the child be out of direct supervision of child care staff, parental permission is required.

Screening & Assessment

We recognize and honor the fact that each child develops at their own pace, and every child in a classroom will not be mastering the same skills at the same time. Teachers spend time observing each child to determine strengths and challenges and design curriculum activities

to support children's growth. Teachers share these observations with parent(s) 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 may be referred for assessment in cases where there are questions about development or parents or teachers have concerns.

When a child presents a developmental delay or when parents or teachers have concerns, a referral to EC Cares may be made. VOCDC may serve as a placement for a child who has been identified as needing early intervention support services, and teachers will seek classroom support from EC Cares specialists.

When individual children present issues that require additional staff attention or support, parents will be involved in developing a written plan for that child. VOCDC will provide reasonable accommodations to encourage every child's success in the classroom.

Child Record Keeping

We keep written records for each child enrolled at the Center. A child's file will include all their emergency and contact information, as well as immunization records and any health alerts. We also have records of written goals, observations, parent-teacher conferences, and meetings. Enrolling parent(s) may have access to their child(ren)'s records.

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 Licensing 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.

Nutrition and Food Policies

Children bring their own lunches from home, and the Center provides milk for lunch. We ask that lunchboxes are labeled with the child's name and that each lunch box contains an ice pack to keep cold foods cold. 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's lunch is not meeting requirements or if your child is consistently hungry after finishing their lunch food.

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.

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

In the Dreamer Room, children under the age of one consume only food brought from home. Children are fed as needed and according to parents' instructions. Sometime after a child has turned one the staff will make a plan with the family about introducing center-provided snack and whole milk to the child. Feeding times and food consumption information are provided to families at the end of the day.

Clothing

Our children 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. and do your best to label everything with your child's name.

Please dress your child appropriately for play activities. We will often be involved in messy play and art projects. 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 two to three changes of clothing for your child at school and replenish as necessary.

Toys from Home

All classrooms are equipped with toys and equipment appropriate to the developmental stages of the children. As a general rule, toys from home are requested NOT to be sent to the Center, unless there is 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.

Diapers

Our programs require parents to supply diapers. We can accommodate cloth or disposable diapers. We do provide wipes, and if you would prefer that your child uses "home" wipes, please fill out the form. For more information, consult your classroom welcome materials or inquire with your child's teacher.

Infant Safe Sleep

Our program is guided by Child Care Licensing Division rules, as well as best practices for infant safe sleep in the childcare setting for children under the age of one. While in care, infants must be placed on their backs to sleep on an appropriate, flat sleep surface (e.g. crib). If an infant arrives asleep in another place such as a car seat, we ask that parents assist their child to transition to the crib. If an infant falls asleep in a place other than their crib while in care, a staff member will move them to their crib. Once an infant can roll over easily, they will be placed in their crib on their back and allowed to adopt the sleep position they prefer. When children are ready to transition to cots, teachers will discuss this with parents.

Items besides a pacifier are not permitted in cribs. This includes pacifier attachments, toys, pillows, and blankets. Swaddling or other clothing that restricts the child's movement is not permitted. Sleep sacks or warm clothing that does not restrict movement but provides warmth and comfort while asleep are recommended.

Additional Infant and Toddler Classroom Policies and Procedures

Infant and toddler classrooms have additional policies and procedures for feeding, diapering, and other considerations specific to their age group. These are based on best practice and state child-care guidelines.

Toilet Learning

We recognize that children in our programs will have a wide range of skills, experiences and interests related to toileting and diapering and this will change as they grow and develop. Readiness for “potty training” will vary from child to child, and each child's process may take weeks or months to accomplish. Regressions or challenges during the process are very common. It can happen that skills, readiness and interest vary between home and school. Accidents are a normal part of the process while learning to identify and respond to the need to use the toilet, which requires developmental readiness physically, cognitively, and emotionally.

The goal of toilet learning is for children to independently use the toilet when needed, rather than only when prompted to do so by a caregiver. Our intent is to partner with families to facilitate strategies and support that will empower the child to take ownership of the learning process. Our staff will remind children periodically to use the toilet and help them change their clothes if they forget or are still learning their body's cues. Please discuss with your child's teacher if you have any questions and to develop a plan for how to support your child's toilet learning process successfully in the classroom setting.

Center Values

Anti-Bias Education

Olum stands on the shoulders of early childhood educators who have been doing anti-bias education work with young children for decades. An important resource for all early childhood teachers and families is *Anti-Bias Education for Young Children and Ourselves* by Louise Derman Sparks and Julie Olson Edwards. This resource identifies four core goals of diversity work, and these goals are considered when planning interactions and

curriculum at Olum. Across the age groups, anti-bias work is reflected in our work with children.

Goal 1: Each child will demonstrate self-awareness, confidence, family pride, and a positive self-identity.

Goal 2: Each child will express comfort and joy with human diversity and learn to appreciate the similarities and differences among people.

Goal 3: Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

Goal 4: Each child will develop skills to work against unfairness.

Our bookshelves, puzzles, manipulatives, and dramatic play areas are filled with the beautiful diversity of our world. Questions and conversations celebrating differences and similarities are embraced, and we engage in opportunities to discuss fairness, equity and justice as developmentally appropriate.

Environmental Stewardship

At Olum, we want to be good stewards of the Earth and want to teach children to do the same. Children learn to love and care for the Earth through sustainable and green practices center wide at Olum. We are located on a beautiful green campus with the opportunity to grow a variety of trees, plants, flowers, and vegetables.

Many of our classrooms have a strong commitment to recycling, composting and “zero trash” lunches. Every classroom has a recycling bin and a compost bin. We support the efforts of the University of Oregon through the Zero Waste Project.

Holidays

We recognize 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 not to make holidays a focus for our children’s activities or curriculum. Discussion of religious holidays and practices are nonsectarian and inclusive and may involve a family sharing their home traditions with the class. Depending on the age of the group, teachers may choose to read a book about a holiday, but we do not “celebrate” them as a community; this includes such holidays as Valentine’s Day, Diwali, Easter, Rosh Hashanah, Passover, Ramadan, St Patrick’s Day, Lunar New Year, Christmas, Hanukah, Kwanza, Halloween, Thanksgiving, Fourth of July etc. Similarly, we leave the celebration of Mother’s Day and Father’s Day to each individual household, as we have children from alternative family structures that do not celebrate these days in their homes.

Family Traditions

We invite families to share their traditions and celebrations with us if they wish. Sharing can be as simple as sharing photographs or a book or may involve a craft, baking, or other activity.

- Activities are connected to specific children and families in the group. This linking helps children understand holiday activities in the context of people’s daily lives. Children should have the chance to explore the meaning and significance of each holiday.
- Both children and teachers honor every group represented in the classroom. This respect does not require that every holiday of every group must be celebrated; otherwise, classrooms would be celebrating holidays all the time. It does require, however, that once classrooms have decided on what holidays to acknowledge, none should be treated as though they are “unusual.” Children should recognize that everyone’s holidays are culturally significant and meaningful.
- Activities demonstrate the fact that not everyone in the same ethnic group celebrates holidays in the same way. Families are asked to provide examples of their own unique traditions.
- Teachers and parents work together to plan strategies for children whose families’ beliefs do not permit participation in holiday celebrations. Families should take part in creating satisfactory alternatives for the child within the classroom.

Olum Community Traditions

We know that one of the values of holidays is the shared joy and celebration in community. To bring those shared elements to Olum, we have several traditions, new and old, that we celebrate together across the Center.

- Dress-Up/Dress Down Day (October 31)
- Center Wide Pajama Day (day before Winter Break)
- Week of the Young Child and the Annual Art Show (first week of April)
- Teacher Appreciation Week (first week of May)
- Vivian Olum Day Parade celebrating Vivian’s birthday (third Thursday of May/University Day)
- Summer Family Socials (Lemonade Lull, Watermelon Wednesday, Ice Cream Social)
- Back-to-School Picnic

Birthdays

We support celebrating children’s birthdays in the classroom in a low-key fashion. If this is something a family wishes to participate in, they may contact their child’s teacher about sending in a birthday snack. Likewise, families should let the classroom teachers know if their child should not participate in classroom birthday celebrations. Food provided by parents for classroom snacks or for celebrations must be commercially prepared. If a family chooses to use classroom channels to distribute invitations to a birthday party for their child, every child in the classroom should be invited.

Media Use

The use of television, films or video in our programs is rare in an effort to limit screen time but can be used occasionally with intentional/appropriate selections relating to curriculum. We avoid classroom materials that reinforce characters or images commonly represented in popular media (e.g., Disney characters) to provide exposure to a broad range of activities

and interests. Music is welcome in the classroom and is selected intentionally to provide a wide exposure to culture, classics and different genres. All media is previewed by a staff person to ensure developmental appropriateness. Screen time will not be used in classrooms for children under two. 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.

Walks and Walking Trips

As part of our program, children and staff often go on walks to explore and enjoy the university and neighborhood parks.

We take all reasonable precautions to ensure safety on these trips. Whenever a child or a group of children leave the Center, information about the excursion including route information, names of children in the group, and expected return time is left at the front desk. At least two staff accompany the group, 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.

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 walking 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.

Photographs and Videos

Photographs and videos of children and staff participating in center programs are taken as part of our program in accordance with permissions granted by families on annual enrollment forms. Typical use of such media include:

- 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.

Family Use of the Commons

Families are welcome in their child's classroom 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 if it does not disrupt classroom activities or other families. Families must leave the building by 5:15 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 ensure that any small items that may be choking hazards are stored safely.

Inclement Weather

The Center will be closed when the UO is closed. In addition, the Center follows the 4J Eugene School District's decisions regarding delays and closures related to inclement weather. When the 4J Eugene School District closes due to inclement weather, the Center will also be closed. When the 4J Eugene School District has a delayed start to the school day, the Center will also have that same late start. This allows the Center to ensure the safety of staff and families, and provides a clear, consistent way to give notice of delays/closures as early as possible.

The Center may make alternative schedule decisions, including full-day closure, delayed opening, or early closure, outside of 4J Eugene School District decisions, as needed. This may apply in situations such as when the 4J Eugene School District is not in session. Examples include closures over winter break, if inclement weather occurs after 4J Eugene School District school is out for the day but before the Center's normal closing time of 5:15, or if UO closes when 4J Eugene School District is open.

No tuition refunds will be given for inclement weather closures or delays.

Inclement Weather Notifications

UO Notification: Sign up for UOAlert! text messages to receive UO delay and closure information. For more information and to register for UOAlert! messages, please visit <https://duckweb.uoregon.edu/duckweb>.

VOCDC Notification: VOCDC will update the Family Teams Channel to reflect delays and closures. This update will be posted as soon as possible after the decision has been made. Please note that these notices may take some time to send, depending on current conditions.

4J Eugene School District Notification: Resources utilized by 4J Eugene School District are available, and anyone can sign up to receive early notification of delays and closures. Information can be found at <http://www.4j.lane.edu/weather/>

Health & Safety

Health and Medication Policies

To promote and protect the wellness of children in care, we exclude ill children from the Center in accordance with state regulations, under the following conditions:

- When the presence of the child poses risk of spreading infection to the other children.
- When the ill child requires more attention and care than is available by the regularly scheduled staff.
- When a child exhibits symptoms of restrictable illness as defined by state guidelines.

Classroom Exclusion Guidelines for Sick Children

from the Child Care Licensing Division of the Oregon Department of Early Learning and Care

A certified child care center must not accept a child into care, except with the written approval of the local health officer, who:

1. Is diagnosed as having or being a carrier of a child care restrictable disease, as defined in Oregon Health Authority administrative rules, except with the written approval of the public health administrator or licensed health care provider; or
2. Has one or more of the following symptoms of illness, except with the written approval of the public health administrator or licensed health care provider:
 - A. Fever over 100.4°F. A child with a fever over 100.4°F may return if fever free for 24 hours without the aid of medication.
 - B. “Diarrhea,” which means three or more watery, bloody, or loose stools in 24 hours, the sudden onset of loose stools, or a child is unable to control bowel function when previously able. A child with diarrhea may return 48 hours after diarrhea resolves or with written clearance from a licensed healthcare provider.
 - C. Vomiting at least one time, where there is no explanation for the vomiting. A child who vomits without explanation may return 48 hours after the last episode of vomiting or with written clearance from a licensed healthcare provider.
 - D. Severe or persistent coughing. A child with severe or persistent coughing may return after symptoms are improving for 24 hours or with written clearance from a licensed healthcare provider.
 - E. Unusual yellow color to skin or eyes. A child with unusual yellow color to skin or eyes may return to care with written clearance from a licensed healthcare provider.
 - F. Open sores or wounds discharging bodily fluids. A child with open sores or wounds discharging bodily fluids may return to care after rash is resolved, when sores and wounds are dry or can be completely covered with a bandage, or with written clearance from a licensed health care provider.
 - G. Stiff neck and headache with one or more of the symptoms listed above.
 - H. Uncharacteristic lethargy, decreased alertness, increased irritability, increased confusion, or a behavior change that prevents active participation in usual school activities. A child with any of the above symptoms may return to care when symptoms resolve, return to normal behavior, or with written clearance from a licensed health care provider.

- I. Difficulty breathing or abnormal wheezing. A child with difficulty breathing or abnormal wheezing may return to care after symptoms are improving for 24 hours.
- J. Complaints of severe pain. A child with complaints of severe pain may return to care after symptoms are improving.
- K. Eye lesions that are severe, weeping, or pus filled. A child with eye lesions that are severe, weeping, or pus filled may return to care after symptoms resolve or with written clearance from a licensed healthcare provider.

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 unable to remain at the Center, we ask parents to plan to pick up the child within 30 minutes of our phone call. Ill children are isolated from the rest of the group to prevent the spread of symptoms, either in a different part of the classroom if possible or in the front office.

We use the current edition of the American Academy of Pediatrics Managing Infections Diseases in Childcare and Schools when additional guidance beyond licensing exclusion criteria are needed. This includes guidance on signs and symptoms, incubation and contagious period, mechanisms of spread and control, the roles of the teacher and the family and when to exclude and re-admit to group setting.

Children may return to the Center when they no longer meet exclusion criteria or with a medical professional's written instruction. In the case of fever, the child must be free of those symptoms for 24 hours without the aid of fever reducing medication, and in the case of diarrhea or vomiting, the child must be free of those symptoms for 48 hours.

Allergies, Asthma and Other Medical Conditions

Every child with a life-threatening allergy must have an Allergy Plan from their doctor instructing the Center staff on how to respond when a child has an exposure to the allergen while in care. The Allergy Plan must be in place, including staff training time on the plan and use of epinephrine auto-injectors if it is part of the plan *before* the child begins care. If the child is already in our care when a life-threatening allergy is identified, a plan must be in place *before* the child can again be left in care. If oral medication or an epinephrine auto-injector is listed, we require the parent to supply these medications for the child while they are at the Center in accordance with our medication procedures.

The Allergy Plan must include a specific definition of what the child is allergic to and in what form, what will trigger the allergic reaction, what symptoms we can expect to see if an allergic reaction is beginning, how we should respond to suspected exposure and to a reaction in progress, and what medication we should have at school. This plan should be signed by a doctor and by the child's parent(s). A copy must be kept in the classroom, with any medication, and in the child's file.

Medical conditions such as asthma or seizures that may require special care while the child is attending Olum should have a plan completed by the child's medical provider. If any medications are listed as part of an action plan from a child's physician in response to medical conditions or allergies, these medications must be present on site for the child to be in care.

Staff response to identified allergies may include:

- A meeting with the child's parents and teaching staff to review the allergy plan and its implementation at the Center.
- Notification and education of all students, classified and substitute staff regarding allergies in the classroom and about each child's plan for an allergic exposure or episode.
- Provision of epinephrine auto-injector training for key teachers that work with children.
- Consideration, based on age and developmental readiness, of either a classroom-wide restriction of the specific allergen, or configuration of eating areas to reduce exposure for children with allergies if their allergy plan requires it, with attention to inclusivity.
- Children of all ages are instructed to wash their hands before and after they eat.
- Store epinephrine auto-injectors in a safe (locked) accessible place in classroom.
- Epinephrine auto-injectors will accompany the child on any outings away from the center.
- If the child's allergy plan requires it, we will send notices to parents explaining the allergy situation and encouraging the discontinuation of the allergen at school.
- If the child's allergy plan prevents the child from eating center snack, parents will be asked to provide substitutes. If the allergy plan prevents the child from drinking milk, parents will be asked to provide milk substitute.

When a child has a life-threatening food allergy (most often nut allergies), we will make every effort to mitigate that food risk in the classroom. Since we cannot be responsible for items provided in lunches brought from home nor protect against all exposure to nuts or other allergens, we develop our protocols on a case-by-case basis as outlined above. While we can reduce risks with appropriate precautions, we cannot guarantee that the entire center will be allergen-free.

Insect Stings

Understanding that young children may not have been exposed to insect stings and may have serious allergic reactions, we will contact parents immediately any time a child is stung.

Sunscreen for Children

The center provides Rocky Mountain Sunscreen for Kids, spf 30. Detailed ingredients and information can be found at www.rmsunscreen.com. If the UV Index is 3 or above, we apply sunscreen every 2 hours if outside. The EPA is a good source for UV Index: <https://enviro.epa.gov/envirofacts/uv/search>. Parents may apply it at home in the morning, and if the child will be outside more than 2 hours later, teachers will re-apply.

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, and/or use of hats. 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. **Infants under the age of 6 months may not have sunscreen applied.**

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.

Building Safety

We want every member of our community to feel safe and welcome in our building. We require everyone to use our front door as the primary entry and exit, so front desk staff will be aware of who is in our building at all times. Front desk staff will monitor and greet each person who enters. Any unfamiliar visitors will be engaged in conversation and assisted. Only people with legitimate business will be allowed into the building. Visitors are asked to sign in and will be escorted to their destination.

Each classroom is equipped with a hand-held radio for staff and teachers to quickly communicate with each other and the front office for routine and non-routine situations. Protocols are in place for staff to respond quickly when notified of emerging situations.

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 every other month. Teachers are trained in how to respond to a variety of emergency situations and will always take steps to ensure the safety of the children in their care.

In an evacuation, we exit the building and move towards the Knight Law School. We gather at the Law School Courtyard if we evacuate the building for fire. In the case of an

earthquake, we will assemble on the lawn between the Law School and the Global Scholars Hall, away from windows, trees, and buildings.

If building evacuation is necessary, we would only release your child to adults for whom we have written releases. The children will stay with staff members until they are able to be released. We will update Teams messages if possible and attempt to contact parents by phone. If we are under the direction of UO Emergency Management or other emergency responders and are directed to a location other than our planned space near the Law School, we will post that information on our front door, and, if possible, leave a staff person there to direct parents. Information may also be available through the UO Emergency Management website or through UO Alerts.

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 in taking every 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.

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. The Child Abuse Reporting Hotline phone number is 855-503-SAFE (7233). If someone is being hurt or is in danger right now, call 911.

Weapons, Alcohol, Drugs and Smoking Free Environment

The possession or storage of firearms or other dangerous weapons on center premises is prohibited.

The University of Oregon is a smoke and tobacco free campus, and the Child Care Licensing Division also prohibits smoking on or near the premises of a center. No person shall use tobacco or any lighted smoking instrument on premises or in vehicles where childcare children are present.

Illegal drugs, drug paraphernalia, marijuana or marijuana-infused products, and alcohol shall not be present on center premises during operating hours or when children are present. The illegal use, possession, or distribution of drugs or alcohol on university property constitutes prohibited conduct on campus.

Parent Engagement Communication

The center will send regular communications to families via Microsoft Teams (weekly updates and others as needed) to share information regarding center and classroom activities and events, parent engagement opportunities, reminders for families, and more. Please contact the front desk if you are not receiving these communications.

Communication between parents and teachers is crucial to a child's success in the classroom. We ask families to share information and communicate openly with staff to assist us in providing quality care, and in turn, we wish to provide families with information about their child's experience at the center. Each classroom has a communication notebook located near the sign-in area where parents can share information regarding planned absences, pick-up times, or appointments. More confidential information is to be shared directly between teachers and parents, either in person, by phone, or in a written note or email.

We recognize that pick-up and drop-off times can be busy and may not provide adequate time and attention for longer communications with staff, so we encourage parents to email teachers or to request a phone call or meeting to arrange a time for additional communication.

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 welcome. 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 a year, 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.

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.

Events 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 various activities at the center.

Parents as Volunteers

Parents are welcome to volunteer at Vivian Olum by spending time in the classroom, helping with special projects, accompanying their child's class on walks or field trips, or by sharing special talents or family/cultural traditions. Teachers will communicate with parents about how volunteering may affect the group or their child.

All parents interested in accompanying the class on field trips or volunteering in the classroom for more than 10 hours must complete a UO HR background check; Vivian Olum will assist with the form and processing.

Volunteers cannot be alone with children. Volunteers must remain within sight and sound of a teacher.

Parent Circle

The Parent Circle serves as an opportunity for parents to be involved in the center and collaborate with administration and staff to promote program excellence. The Parent Circle takes the lead in organizing and implementing fundraising events, center community building events, and staff appreciation. The director may consult with the Parent Circle regarding center operations, or to review current or proposed operating policies, or staffing issues. The Circle provides feedback and suggestions to the center director, who for legal, contractual, and programmatic reasons, has authority over operational decisions.

Any center parent who wishes may be an active Parent Circle member. It is most helpful to have at least one representative from each classroom group. Based on the initiatives and issues being addressed, additional participants may be recruited from the greater university community and/or the center staff.

The Circle meets at least twice a year, establishing the schedule based on the member needs and the priorities for the year. The director will schedule the meetings and set the agendas. Parents may submit topics in advance. Notes from Circle meetings will be shared with Olum families in regular email communications.

The Olum Clothing Store

We have print-on-demand online store for Olum clothing. The store can be found at <https://www.zazzle.com/store/olumstore>. Proceeds from our online store go to the Olum Fund through the UO Foundation.

The Olum Fund through the UO Foundation and other Fundraising

One source of support for the Center is the Vivian Olum Child Development Fund through the University of Oregon Foundation. One-time and recurring donations can be set up through our website <https://olum.uoregon.edu> under "Make a Gift." These gifts support

professional development for teachers as well as capital expenses outside of our normal budget.

In a typical year, families' tuition payments cover approximately 60% of our operating costs, and while we receive support from the University to assist with our remaining costs, we do encounter limitations in resources. If fundraisers are planned in a given year to supplement our resources, information will be shared with parents and their involvement welcomed via parent circle meetings and other opportunities to be communicated as they arise.

Student Staff Support

Our student staff are a vital part of our program, and we include them in our staff appreciation occasions. In addition, we informally provide food for them during finals weeks. At the end of Spring Term, we typically hold a small celebration for our graduating seniors, inviting families to join us in recognizing and appreciating those students who are completing their degrees and moving on.

Staff Appreciation

Parents wishing to show appreciation for staff are, of course, welcome to do this at any time. Formal events may be planned in conjunction with the Parent Circle for "Teacher Appreciation Week" during the first week of May. As public employees, our teachers are bound by the OAR's regarding gifts, which reads as follows:

"During a calendar year, a university employee or a relative or member of the household of the employee may not solicit or receive, directly or indirectly, any gift or gifts with an aggregate value in excess of \$50 from any single source that could reasonably be known to have legislative or administrative interest in the University."

This relates to gifts made directly to the teacher, not to gifts intended for donation to the classroom or center.

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 through June, allowing teachers and children to fully develop their relationships. Some classroom transitions may occur starting in July as space allows. 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 our classrooms.

In May of each year, returning families are invited to reserve their space for the fall. This allows us to plan fall enrollment in advance and gives us time to notify waitlisted families of any expected openings. UO-affiliated staff and faculty families are guaranteed ongoing enrollment from year to year based on the child's current schedule. Student families are guaranteed ongoing enrollment only until the end of the current year. Requested schedule changes will be accommodated based on availability.

Because we offer the guarantee of ongoing enrollment, we require families to pay for summer attendance in order to maintain a spot for the fall, even if they do not plan to attend fully in the summer. Please note that changes in summer schedule will affect what space we hold for fall placement. For example, if a family chooses to withdraw their child(ren) from the center for the summer, they will lose their guaranteed ongoing enrollment status. If a family changes their schedule for the summer, their fall placement will mirror the new (most current) schedule, not the schedule that was in place during spring enrollment.

Families can change their enrollment status or schedule by completing a form and submitting it to the front desk at least 30 days in advance of the requested change. The form can be obtained at the front desk. Requested schedule changes will be accommodated based on availability. If additional care is needed, families are always welcome to re-join our wait list for future availability.

Changes in Schedule

Any change of schedule will be based on space availability. Thirty calendar days advance written notice is required, regardless of the child's attendance, for any requests for a reduction in schedule. Tuition will be charged at the rate of the original schedule for thirty calendar days after the approval of a schedule change. 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. This form is available at the front desk. Any schedule changes made during the summer will affect your fall placement; see "Enrollment" above.

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, including:

- 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.
- If 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 the 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

VOCDC is committed to working with children and their families, so that each child's experience at the center is respectful, positive, and rewarding. Whenever possible, VOCDC will attempt to meet with parents to discuss concerns and establish a plan to resolve or mitigate challenges. In some circumstances, it may become necessary to discontinue a child's enrollment with or without prior notice.

VOCDC reserves the right to discontinue a child's enrollment under the circumstances listed below or may choose to continue a child's enrollment but bar a parent, guardian, family member, or friend from the premises. Reasons for discontinuation of enrollment may include, but are not limited to:

- Non-payment of services and/or lack of adherence to tuition payment policies.
- Falsification of information on enrollment forms or childcare related forms.
- Non-compliance with expectations set forth in this handbook.
- Lack of cooperation with the center's efforts to resolve differences and/or meet the child's needs through parent/staff meetings or conferences.
- Inappropriate, unprofessional, or abusive behavior and/or verbal abuse or threats by parents, relatives, guardians or other parties toward VOCDC staff, other parents, or children.
- The continued enrollment of the child poses a risk to the health and/or safety of other children, parents, or center staff, or the continued enrollment of the child constitutes an undue burden on the center's resources.

The director maintains final discretion in matters of enrollment.

Wait List 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 enrolled 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 as space is available.

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.

Wait list 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, stillbirth, 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 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.

Immunizations

State law requires all children who are attending childcare 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 teachers or front desk staff immediately. It is crucial we have current information.*

Payment Policies

Tuition

Tuition is paid in advance. Families will be billed on the 1st of the month, and payments are considered delinquent after the 15th of that month. Tuition will not be prorated for absences, emergency closures, or holidays. A tuition box is located at the front desk for payments. Please leave a note if you need a receipt. Tuition payments can be made by cash or check, can be arranged using your bank's automatic bill pay service, or UO employees can set up payroll deduction. Please contact our business manager for more information about this. Tuition rates are set yearly with changes going into effect on July 1, the beginning of the new fiscal year.

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.

Fees are added to the monthly billing statement. No discount may be applied to fees. ***More than three late 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.