



UNIVERSITY OF OREGON



*VIVIAN OLUM CHILD DEVELOPMENT CENTER*

*PARENT HANDBOOK*

*August 2018*

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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 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 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.

## Certification

The Vivian Olum Child Development Center is licensed by the State of Oregon Office of Childcare (OCC) and is inspected annually by a licensing specialist. We comply with all OCC rules and a copy of these rules and regulations are available in the office for your reference. Our current license and additional center information is always available to you 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 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, 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. 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.

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.

## 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 the center, 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

The center is staffed by a combination of professional lead and assistant 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. The center reports to the Associate Vice President for Campus Services & Chief of Staff for Finance and Administration.

Everyone who is employed at the center has undergone a criminal history check through the State of Oregon OCC. 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 OCC or through the university.

The staff in the best position 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 Lead Teacher, 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 (Lead, Assistant and Substitute Teachers)

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 teacher qualifications defined by the Early Learning Division's Office of Childcare. 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 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. 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 Office of Child Care (OCC) 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 director, program coordinator, 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: Program and curriculum information for classrooms of children under three, center policies, child development resources, student staff
- Program Coordinator: Program and curriculum information for preschool, pre-K and school-age programs; substitute teachers, volunteers and interns, child development resources
- Business Manager: Tuition and billing issues, facility issues
- Office Coordinator: Enrollment, schedules, wait-list policies and inquiries
- 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

## Anti – Bias Education & Inclusive Environment

The center is committed to anti-bias education and 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.

## Fragrance Free Environment

Many children and some adults in the center are sensitive or allergic to perfumes, colognes, and fragrances, as well as chemicals such as bleach or cleaners with strong odors. Fragrances can be found in products such as lotions, hair spray, fabric softener and soaps. In order to maintain a fragrance free environment, and to ensure the safety and comfort of all our children, staff, and visitors, we ask that you refrain from using highly scented personal care products while at the center.

## 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 that families join us in creating an atmosphere of mutual respect and that adults conduct themselves in ways that help everyone feel safe.

Please do...

- Be respectful and calm when speaking with your child, teachers, and 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.
- 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 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 arrival and departure times. Program routines are structured around the natural breaks in the day when parents drop off and pick up. 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. We also ask that you not drop off your child until their 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.

If your child has a planned absence or schedule variation, please note this in your child's classroom log 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 their designated schedule. 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 consistency in discipline is recognized as 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 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.

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, 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.

## **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.

The first step will always be talking with parents. When a child exhibits a challenging behavior on a continual basis that is not resolved through appropriate behavior management strategies, the classroom staff will consult with the classroom supervisor to document the problem behavior and ask 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 the 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 who would conduct an evaluation, and who 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, VOCDC will provide these or other appropriate, accommodations as long as they are not an undue hardship on the program as outlined in the Americans with Disabilities Act (ADA).

If all of 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 all of the above steps will be provided to the parent(s) and placed in the child's file.

## **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 at 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 may be referred for assessment in cases where development is questionable 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 VOCDC. A child's file will include all of 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 parents may have access to these 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 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.

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.

## **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.

## **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.

## **Diapers**

Our programs require parents to supply diapers. We can accommodate cloth or disposable diapers. For more information, consult your classroom welcome materials or inquire with your child's teacher.

## **Infant Safe Sleep**

Our program is guided by Office of Childcare regulations 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 is able to 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 (including pacifier attachments, toys, pillows, and blankets), and swaddling or other clothing that restricts the child's movement is not permitted. Sending a sleep sack or warm clothing that does not restrict movement but provides warmth and comfort while asleep is 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, and are available to all infant and toddler families, and are available to all center parents for review on request.

## **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 that 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, and it can happen that skills, readiness and interest vary between home and school. Accidents are a normal part of the process of learning to identify and respond to the need to use the toilet, which requires developmental readiness physically, cognitively, and emotionally.

The goal of toilet training is for children to independently use the toilet when needed, not simply when prompted to do so by a caregiver, so 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, but also help them to change 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.

## **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.

## **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, 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.

## **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.

## **Media**

The occasional use of television, films, and video is limited to rare in our classrooms. All programming is previewed by a staff person to ensure developmental appropriateness. If such media are to be shown, alternative activities are always available, and no child is required to view the program. Screen time will not be arranged in classrooms for children under 2.

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.

## **Photographs and Videos**

Photographs and videos of children and staff participating in center programs are taken occasionally 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 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 ensure that any small items that may be choking hazards are stored safely.

## **Inclement Weather**

VOCDC will be closed when the UO is closed. In addition, VOCDC follows the 4J Eugene School District's decisions regarding delays and closures related to inclement weather. This allows VOCDC to ensure the safety of staff and families, and provides a clear, consistent way to give notice of delays/closures as early as possible.

When the 4J Eugene School District closes due to inclement weather, VOCDC will also be closed. When the 4J Eugene School District has a delayed start to the school day, VOCDC will also have that same late

start. When there is no transportation/bussing service running for the 4J Eugene School District due to inclement weather, VOCDC's bussing service will also not be available.

VOCDC 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 (for example, over winter break), if inclement weather occurs after 4J Eugene School District school is out for the day (but before VOCDC's normal closing time of 5:45), 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:** You can sign up for UOAlert! text messages to receive UO delay and closure information. For more information and to register to receive UOAlert! messages, please visit <https://it.uoregon.edu/uo-alert>.

**VOCDC Notification:** VOCDC will update the center voicemail message to reflect delays and closures. This update will be posted as soon as possible after the decision has been made. During times when the 4J notification system may not be operating (for example during times when 4J is not in session), VOCDC will also send an e-mail to VOCDC families. Please note that these emails 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/>

- **District Website:** A notice will be posted on this website's homepage, [www.4j.lane.edu](http://www.4j.lane.edu).
- **Text-message alerts** will be sent to subscribers via Twitter.
- **KRVM-FM 91.9**, the district-run radio station, will air school closure information regularly.
- **Other local radio and TV stations** also will air closure information, although the district cannot guarantee the accuracy of the messages reported on those stations.

# Health & Safety

## Health and Medication Policies

In order to promote and protect 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 spread of 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.

## Guidelines for Medical 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
10. Complaints of severe pain.

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

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.

Ill children may not return to the center until they are free of symptoms for 24 hours without the aid of fever reducing medication.

## 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. These forms are available in your child's classroom and on our website. 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.

If any medications are listed as part of an action plan from your child’s physician in response to medical conditions or allergies, these medications must be present on site in order for your child to attend.

## 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. If oral medication or an epi-pen is listed, parents must supply these medications for the child while they are in care.

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.

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 mitigate that food risk in the child’s classroom. All families in the child’s classroom are notified when precautions are requested and asked to take action to help us provide a safe environment for every child. **While we can mitigate risks with appropriate precautions, we cannot guarantee that the center will be allergen-free** as this space is shared by many individuals on a daily basis, and as our families provide food from home. We develop our protocols on a case by case basis.

## Sunscreen for Children

The center provides Rocky Mountain Sunscreen. Detailed ingredients and information can be found at [www.rmsunscreen.com](http://www.rmsunscreen.com).

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. **We cannot use spray sunscreens. 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 that 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 that staff and teachers use 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 quarterly. 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

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.

In the event that building evacuation is necessary, we would still 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 phone 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 would 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 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.

## **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.

## **Weapons**

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

# Parent Engagement

## Communication

The center will send regular communications to families via email (typically once weekly updates and others as needed) in order 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 emails.

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 in order to arrange 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 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.

## 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 activities at the center in a variety of ways which include:

## **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 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 Council**

The Vivian Olum Child Development Center Parent Council serves as an additional opportunity for parents to be involved in the center and collaborate with administration and staff to promote program excellence. The Parent Council takes the lead in organizing and implementing fundraising events, center community building events, and staff appreciation. The Director may consult with the Parent Council regarding center operations, or to review current or proposed operating policies, or staffing issues. The Council 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 Council 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 Council meets at least quarterly during the academic 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. Council members may submit topics in advance. Notes from council meetings will be shared with Olum families in regular email communications.

## **Fundraising**

The center occasionally organizes fundraising events in order to support our programs. 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 council meetings and other opportunities to be communicated as they arise.

## **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:

## **Book Fair**

Each year a book fair is scheduled and held in the Commons. We collaborate with the University of Oregon Bookstore to offer a variety of children's books for sale. A portion of the proceeds comes back to the center, and teachers create wish lists so that families can purchase books to donate to classrooms.

## **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 weeks. VOCDC staff provide food for Fall Term, and parents are invited to bring food Winter Term. At the end of Spring Term, we typically 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.

## **Staff Appreciation**

Parents wishing to show appreciation for teaching staff are, of course, welcome to do this at any time. Formal events may be planned in conjunction with the Parent Council for "Teacher Appreciation Week" in the spring. 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 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 program.

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 wait listed 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. The exception to this is for our school-aged program. Because we offer a separate Summer-by-the-week program, school-aged children in our after school program are enrolled for September through June.

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 needs and additional care is needed, families are always welcome to re-join our wait list for future availability.

## Changes in Schedule

Thirty calendar 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 calendar 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. 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:

- 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**

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 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.

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, 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.

## **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 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 1<sup>st</sup> of the month and payments are considered delinquent after the 15<sup>th</sup> 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.

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 15<sup>th</sup> 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.