



INDIANAPOLIS
CENTER FOR YOUNG CHILDREN

Center for Young Children at IU Indianapolis
321 Limestone Street
Indianapolis, IN 46202
(317) 278-3508
<https://childcare.indianapolis.iu.edu>

Revised 2025

Family Handbook

Table of Contents

| | | | |
|---|----|---|----|
| ABOUT OUR HANDBOOK..... | 4 | CONFERENCES (NAEYC R.2.01; R.2.03; A.5.08) | 14 |
| MISSION AND VISION | 4 | WHAT TO BRING | 15 |
| PHILOSOPHY (NAEYC R.4.01) | 4 | What to Bring for Your Infant | 15 |
| STUDENT TEACHERS AND PRACTICUM STUDENTS . | 4 | TOILET TRAINING | 15 |
| RESEARCH AND TRAINING | 5 | DIAPERING | 16 |
| RELATIONSHIP TO INDIANA UNIVERSITY | | CLASSROOM SCHEDULE | 16 |
| INDIANAPOLIS | 5 | CONTINUITY OF CARE..... | 17 |
| UNIVERSITY STATUS | 5 | TRANSITIONS..... | 17 |
| ETHICAL CONDUCT | 5 | SEPERATION | 17 |
| HOURS OF OPERATION AND HOLIDAY CLOSURES . | 6 | OPEN DOOR POLICY..... | 18 |
| CONFIDENTIALITY (NAEYC R.9.04) | 6 | OUTDOOR PLAY..... | 18 |
| STATE LICENSING AND ACCREDITATION | 7 | CELEBRATIONS..... | 19 |
| TUITION AND OTHER FEES..... | 7 | PARENT PARTICIPATION (NAEYC R.2.03) | 19 |
| Tax Identification Number (TIN): | 8 | PARENT ADVISORY COUNCIL (NAEYC A.5.08)..... | 19 |
| Tuition Assistance Programs: CCDF and On My | | COMMUNITY RESOURCES (NAEYC R.2.05) | 20 |
| Way Pre-K..... | 8 | MEALS | 21 |
| Parent Responsibility | 8 | Dietary Restrictions and Special Requests | 21 |
| ENROLLMENT | 8 | Daily Meal Schedule | 21 |
| CONTRACT | 9 | Food Practices and Expectations | 21 |
| WAITING LIST | 10 | PEANUT-FREE | 22 |
| COMMUNICATION (NAEYC R2.01; R.2.02)..... | 11 | FEDERAL FOOD PROGRAM..... | 22 |
| HOME LANGUAGE..... | 12 | HEALTH POLICIES (NAEYC R.6.01)..... | 23 |
| SIGN IN / SIGN OUT/ RELEASE OF A CHILD..... | 12 | Additional Symptoms That May Indicate the Need | |
| VISITORS..... | 13 | for Exclusion | 24 |
| CRIMSON CARDS..... | 13 | Control Measures..... | 24 |
| LATE PICK UP | 13 | Medication Policy..... | 24 |
| CURRICULUM (NAEYC R.4.01) | 13 | Immunizations and Physicals | 25 |
| SPECIAL NEEDS AND INCLUSION | 13 | Overdue Health Services | 25 |
| VACATION TIME..... | 14 | Exemptions | 26 |
| FIELD TRIPS/SPECIAL EVENTS | 14 | Exclusion Policy (NAEYC R.6.01) | 26 |
| | | Medical Clearance Requirement..... | 26 |
| | | Illness Pick-Up Procedure..... | 26 |

| | | | |
|---|----|---|----|
| Medication Storage Policy..... | 26 | BOTTLES – SIPPY CUPS | 34 |
| MEDICAL EMERGENCY..... | 26 | SOLID – FINGER FOODS..... | 34 |
| FIRST AID | 27 | MILK TRANSITION..... | 35 |
| COMMON CHILDHOOD ILLNESSES AND INFECTIONS..... | 27 | MULTIAGE PROGRAM: AGES 3 to 5 | 35 |
| LEAVING CHILDREN UNATTENDED (NAEYC R.6.06) | 28 | STEM PORGRAM | 35 |
| SUBSTANCE AND SAFETY – FREE ENVIRONMENT.. | 29 | PARENTAL RESPONSIBILITIES | 36 |
| NO IDLING (NAEYC A.6.14) | 29 | PARENT CONCERNS (NAEYC A.2.02)..... | 36 |
| BITING POLICY | 29 | Documentation Follow-up..... | 37 |
| BABYSITTING..... | 30 | PROGRAM EVALUATION (NAEYC A.2.02)..... | 37 |
| NAP TIME | 30 | COFFEE WITH THE DIRECTOR (NAEYC R.2.01; R.2.02’ R.2.03) | 37 |
| ASSESSMENT (NAEYC R.5.01; 5.02; 5.03; A.5.08)... | 31 | DISCIPLINE AND POSITIVE GUIDANCE | 38 |
| INFANT - TODDLER PROGRAM..... | 32 | EMERGENCY PLANS (NAEYC A.6.19) | 39 |
| SAFE SLEEP POLICY | 32 | EMERGENCY CLOSINGS | 39 |
| INFANT – TODDLER CURRICULUM | 33 | SUSPENSION AND EXPULSION | 39 |
| INFANT TODDLER DAILY SCHEDULE | 33 | ENROLLMENT TERMINATION..... | 40 |
| INFANT TODDLER EQUIPMENT | 33 | CHILD ABUSE | 41 |
| SHOE FREE ENVIRONMENT FOR INFANTS..... | 34 | Mandatory Reporting and Indiana University Requirements | 42 |
| INFANT FEEDING PLAN (NAEYC A.6.07) | 34 | Policy for Abuse Allegations Against an Adult Working in the Center for Young Children | 43 |
| INFANT FORMULA – BREAST MILK (NAEYC A.6.07). 34 | | | |

ABOUT OUR HANDBOOK

This handbook provides an overview of our school, including key operational policies and procedures. While we reserve the right to update the handbook at any time, any changes will be communicated to families via electronic communication.

We encourage you to take a few moments to review the information in this handbook, along with the Enrollment Agreement you received during your play date. As part of the enrollment process, you'll be asked to acknowledge that you have received and agree to the policies outlined in this handbook. Thank you for being a part of our community—we're excited to partner with you in your child's early learning journey.

MISSION AND VISION

The mission of the Center for Young Children at IU Indianapolis is to foster a child-focused program, that partners with families to provide a nurturing, play-based learning environment that promotes social, emotional, physical, cognitive and language development. Our classrooms align curriculum with Indiana Early Learning Foundations standards for best practice. By expanding our presence within the university and our community, and through continuing our efforts to stay current in the field of Early Childhood Education, the Center for Young Children at IU Indianapolis strives to be the standard for quality center-based childcare.

PHILOSOPHY (NAEYC R.4.01)

The Center for Young Children at IU's philosophy is based on the belief that children learn through play, concrete experiences, and interactions with the environment, their peers and adults. By the use of individual, small and whole group activities, plus a variety of experiences, we encourage children to develop to their fullest potential. For children with special needs, inclusion aids in developmental advancement by exposure to role modeling of social, language, and physical skills through interactions with peers. Inclusion allows children to connect and engage with peers in play, daily routines, and comprehend background and value systems other than their own. Our educators promote, design and adapt learning experiences centered around children's diverse backgrounds that encourage the development of independence, self-regulation, and social and emotional skills.

STUDENT TEACHERS AND PRACTICUM STUDENTS

The Center for Young Children at Indiana University Indianapolis proudly serves as a training and observation site for student teachers and practicum students from both Indiana University and Ivy Tech Community College. These students gain valuable hands-on experience as part of their academic programs in early childhood education and related fields. Prior to beginning their placements, all students are thoroughly screened and approved in accordance with university and state requirements. While in the classroom, student teachers and practicum students are always under the direct supervision of a qualified lead teacher. They are expected to follow all center policies and procedures, including those related to child safety, confidentiality, and professional conduct. This partnership supports the development of future educators while enriching the learning environment with fresh perspectives and additional support for our children and staff.

RESEARCH AND TRAINING

In alignment with the university's mission, the Center for Young Children at Indiana University Indianapolis (CYC) serves as a site for research, training, and observation by IU students, faculty, and approved academic partners. In partnership with the University, the Center also supports academic and professional development across multiple disciplines by serving as a research, training, and observation site for IU faculty and students. This collaborative effort enhances both the educational experiences of university students and the quality of care provided at the Center. All research proposals are carefully reviewed and approved by the Center Director and an internal review committee to ensure that each study aligns with CYC's educational philosophy and prioritizes the well-being of all children. If a research activity involves direct interaction with a child—such as one-on-one engagement—written parental permission is required before participation. All research activities are conducted under the direct supervision of CYC staff, including lead teachers, the Director, or designated program assistants. Participation in research is entirely voluntary, and families may choose to participate or decline without any impact on their child's enrollment or experience at the Center. CYC will make every effort to notify families in advance of any scheduled research activities or classroom visitors involved in training or observation. This ongoing commitment to research and training enriches the classroom environment while contributing to the advancement of early childhood education practices across the university and the broader community.

RELATIONSHIP TO INDIANA UNIVERSITY INDIANAPOLIS

The Center for Young Children at IU Indianapolis operates under the Office of Auxiliary Services within Finance and Administration at Indiana University Indianapolis. As a self-supporting unit, the Center is responsible for generating the funds necessary to sustain its operating budget.

UNIVERSITY STATUS

The Center for Young Children at IU Indianapolis has different supply fees and tuition rates depending on your child's age, program which your child is enrolled in and your status with the University. Current faculty, staff, and students of Indiana University receive the IU rate. All others from the general public will receive the non-IU rate for tuition. All childcare tuition rates are evaluated on an annual basis and are effective beginning with the new contract period of that year. Current rates are available on our website.

ETHICAL CONDUCT

At the Center for Young Children at IU Indianapolis, we are committed to maintaining a safe, respectful, and inclusive environment for all children, families, and staff. Our team upholds high ethical standards by treating every child and family with dignity, maintaining confidentiality, using positive guidance strategies, and fostering open, honest communication. We expect families to partner with us by treating staff and other families with respect, maintaining timely communication, and supporting center policies, including those related to health, safety, and tuition. Parents and guardians are also expected to engage in a manner that promotes a positive environment for all children. As mandated reporters, our staff are legally required to report any suspected abuse or neglect. If you ever have questions or concerns, we encourage open dialogue with your child's teacher or center leadership—we value your partnership in supporting each child's well-being and success.

HOURS OF OPERATION AND HOLIDAY CLOSURES

The Center for Young Children at IU Indianapolis operates Monday through Friday from 7:30 a.m. to 5:30 p.m. and is located in a 30,000-square-foot facility at 321 North Limestone Street, in the southwest corner of campus. The Center follows the Indiana University academic calendar for official closures and is closed on the following holidays: New Year's Day, Martin Luther King Jr. Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day and the following Friday, and Winter Break, which includes the full week between Christmas and New Year's Day.

In addition to these university-recognized holidays, the Center is also closed one day in the spring for staff to attend the Indiana Early Childhood Conference, the first Thursday and Friday of August for professional development, and Presidents' Day. These closures allow for ongoing training and planning to ensure the highest quality of care and early childhood education.

While the Center remains open during IU's Spring Break, classroom groupings may be adjusted based on enrollment and staff availability. The Center also reserves the right to modify operations, including closing the day before or after a recognized holiday for staffing or operational needs. Families will be notified in advance of any such changes. We appreciate your understanding and support as we maintain a balanced schedule that prioritizes both quality care for children and professional growth for our educators.

CONFIDENTIALITY (NAEYC R.9.04)

At the Center for Young Children at IU Indianapolis, we are committed to maintaining the confidentiality of your child's records. The following outlines the key elements of our privacy policy:

Confidentiality of Child's Records

All information related to your child's care, including personal and health information, is confidential. Only those directly involved in your child's care or affiliated with relevant agencies, such as the Office of Early Childhood and Out of School Learning, protective services, Indiana University, or other government organizations, will have access to your child's records.

Grantor Requests for Demographic Information

Occasionally, grantors request demographic information to determine eligibility for funding. Families have the option to opt out of sharing this information with grantors by indicating their preferences on the enrollment form. Please note that any information shared with grantors will not include any identifying details about your child.

Access to Your Child's Records

As a parent or guardian, you have the right to request access to your child's records. If you wish to review these records, please contact the center director by email.

Retention of Records After Withdrawal

If you decide to withdraw your child from the center, their records will be retained for a period of seven years in accordance with Indiana licensing regulations, as well as guidelines from NAEYC, Paths to QUALITY, the Child and Adult Care Food Program (CACFP), and Indiana University Human Resources. This retention period ensures compliance with all relevant standards and allows for proper documentation and auditing if needed.

Photo and Video Guidelines

Out of respect for the privacy of other children and families, we kindly ask that you refrain from taking or posting photos or videos of children other than your own. This ensures the safety and confidentiality of all children within our care.

DATA SHARING CONSENT

To support the delivery of high-quality enrichment programs and services for children, the Center for Young Children at IU Indianapolis relies on a variety of funding sources, including state and federal grants. As part of our commitment to maintaining compliance with these funding agreements, we may be required to collect and report aggregated demographic information about the families we serve. Please be assured that all information collected is treated with the highest level of confidentiality. No personally identifiable information will be disclosed. Data will be used solely for the purposes of improving program services and meeting grant compliance requirements.

Participation in data sharing is voluntary. Families who prefer not to share their demographic information may opt out at any time without affecting their enrollment or access to services.

If you have any questions or would like to opt out, please contact the CYC administrative office.

STATE LICENSING AND ACCREDITATION

The Center for Young Children at Indiana University operates as a state-licensed childcare center, which means we meet all requirements established by the Indiana Office of Early Childhood and Out-of-School Learning (OECOSL). As a licensed provider, we are committed to delivering high-quality care and education in a safe, developmentally appropriate environment for all children. As part of this commitment, we adhere to all state licensing requirements and regularly undergo inspections to ensure we meet or exceed those standards. For information and support, you can contact the local Indiana Child Care Resource and Referral Program, Child Care Answers, at 317-631-4643.

For general licensing questions or specific details about our center, please reach out to the Indiana Family and Social Services Administration at 317-232-4469 or toll-free at 1-877-511-1144 or visit their website at <http://www.childcarefinder.in.gov>.

TUITION AND OTHER FEES

A \$50.00 non-refundable application fee is required to secure your child's place on the waiting list, if applicable. Applications are valid for one from the date of submission at which point families may re-apply for an additional \$25.00 non-refundable application fee. Tuition and fees vary by program and will be outlined in your contract. Weekly tuition is due by 12:00pm Monday for the upcoming week, with a \$15.00 late fee applied for overdue payments. Tuition schedules can be found online at childcare.indianapolis.iu.edu. Please refer to the website for the most up-to-date rates and payment information. Contracts can only be renewed when accounts are current. Payments can be made online on our website at <https://childcare.indianapolis.iu.edu/index.html> or payroll deduction. Families do have the ability to set up occurring payments via IU payment platform. In addition to tuition, families are responsible for registration and supply fees, and may incur extra charges for special events, enrichment programs, NSF fees, field trips, late pick-up, and late payments.

Tax Identification Number (TIN):

The Center for Young Children's childcare tax ID number is 35-6001673. Please use this number for tax and billing purposes.

Tuition Assistance Programs: CCDF and On My Way Pre-K

The Center for Young Children at Indiana University proudly accepts the Child Care Development Fund (CCDF) and On My Way Pre-K voucher programs. These programs are designed to make high-quality early childhood education more affordable for eligible families.

About CCDF & OMW PRE-K Programs

- CCDF and On My Way Pre-K are federally funded programs administered by the Indiana Family and Social Services Administration (FSSA).
- They help low-income families afford child care services so that parents or guardians can work, attend training, or continue their education.

Eligibility and Application

Families interested in these programs must meet specific eligibility requirements. To learn more or begin the application process, please visit:

👉 <https://fireflyin.org/>

It is the responsibility of each family to:

- Apply for and secure approval from CCDF or On My Way Pre-K.
- Maintain compliance with all program requirements.
- Ensure that vouchers remain current and active during your child's enrollment.

Parent Responsibility

While these programs may cover a significant portion of tuition, families are **responsible for any tuition costs and fees not covered** by CCDF or On My Way Pre-K. Failure to maintain eligibility or update information with the program may result in a lapse in coverage, for which families will be fully responsible for.

ENROLLMENT

Enrollment at the Center for Young Children at Indiana University Indianapolis is offered on a first-come, first-enrolled basis and is confirmed upon the signing of a one-year contract. The contract period begins with the start of IU Indianapolis's fall semester.

Enrollment Process

To enroll your child, the following steps must be completed:

1. **Submit the Enrollment Application:** The form is available online at <http://www.childcare.indianapolis.iu.edu>.
2. **Contract Signing:** Enrollment is finalized when a parent or guardian signs a one-year contract with the Center.
3. **Health Requirements:**
 - a. An up-to-date health record is required for attendance.
 - b. Physical examination verification form with physician's or nurse practitioner's signature dated no earlier than twelve (12) months prior to enrollment date.
4. **Complete Enrollment Forms:**
 - a. Personal history

- b. Emergency contacts
 - c. Immunization records
5. **Pay All Applicable Fees:** Tuition and registration fees must be paid in full prior to the child's first day.

Children **cannot begin attendance** until all forms are submitted, and all fees are paid.

CONTRACT

The contract period begins at the start of IU's fall semester. Tuition payments begin on the agreed-upon start date. The Center reserves the right in its sole discretion to decline, renew, or extend contracts or enter into future agreement beyond the current contract (please see contract for more details). The center maintains waiting lists for each age group and available spots are filled based off the age group specific waiting list.

If for some reason a family would need to terminate their contract early, the guardian or party who has signed the contract would be responsible for release from the Parent Contract by giving a three-week written notice to the Business Office and will be held responsible for the last three weeks of tuition. Please refer to your contract for the procedure. In enrollment decisions, we prioritize children and legal dependents of students, staff and faculty of the University regardless of their race, religion, gender, creed, national origin, or special needs. Please make us aware of any special needs that your child may have so that we may address these needs appropriately. When enrolling new students, no preference is given to one constituent group over another for enrollment. No distinction is made between full and part-time employees. Payroll or the Registrar's Office verifies affiliation with the University. Effort is made to enroll siblings together.

Contract Terms

- The Center reserves the right, at its sole discretion, to decline, renew, or extend contracts, or enter into future agreements beyond the current contract.
- All terms of enrollment, withdrawal, and tuition responsibility are outlined in the Parent Contract.
- All outstanding balances must be paid in full **before** your contract renewal can be processed or approved.

Contract Termination

If a family needs to withdraw early:

- A three-week written notice must be submitted to the Business Office.
- The guardian who signed the contract is financially responsible for the final three weeks of tuition, regardless of attendance.
- Please refer to your signed contract for full withdrawal procedures.

Enrollment Prioritization

The Center gives **first priority** to:

- Children and legal dependents of Indiana University students, staff, and faculty, regardless of race, religion, gender, creed, national origin, or special needs.

We do not prioritize between full- or part-time employees, and no preference is given to one university group over another. All university affiliations are verified through Payroll or the Registrar's Office.

Siblings

When possible, siblings will be enrolled together, depending on age group availability and classroom capacity.

WAITING LIST

The waiting list for the Center for Young Children at IU Indianapolis operates on a first-come, first-enrolled basis, depending on availability, with three exceptions outlined in the Exceptions section of this handbook. Once the exception process has been followed, the following procedure will take place:

1. When a spot becomes available, the first child on the waiting list in the appropriate age group will be offered the spot.
2. If the parent of the first child declines the spot, it will be offered to the next eligible child on the list within the same age group until the spot is filled.
3. If a family declines a spot a second time, their child's name will be removed from the waiting list. Families may reapply if they wish to be considered again.

EXCEPTIONS

The following exceptions apply to the waiting list and enrollment process:

1. **IUI Affiliation Priority:** Parents or legal guardians with a current IUI affiliation will be given priority for enrollment over families from the Indianapolis community. When an enrollment opening occurs, children from the waiting list with an IUI affiliation will be offered spots before children from the broader community.
2. **Sibling Priority:** Siblings of children with a current IUI affiliation or who have previously been enrolled in the program will be given priority for enrollment if space is available.
3. **Gender/Age Balance:** The Center for Young Children reserves the right to adjust the order on the waiting list in order to maintain a balanced gender and/or age distribution within classrooms.
4. **Additional Priority Enrollment:** The following children will be given priority for enrollment in the order listed below:
 - a. Children of full-time child care center employees
 - b. Siblings of children currently or previously enrolled at the center
 - c. Children of part-time child care center employees

REGISTRATION AND LICENSING REQUIREMENTS

After the parent(s) and or guardian(s) have been notified of availability and accepts the open spot, the family will be scheduled for a "Play Date" at the Center. Playdates are beneficial to both parents and children in that it gives the child(ren) an introduction to the classroom setting and the opportunity to meet their new friends, allows families to ask any questions they may have, and is a time administrative staff utilize with families to go over the enrollment packet and family handbook. Upon receipt of the enrollment application and the first week's tuition payment plus supply fees, the parent receives the enrollment contract. Once signed by the family and the provider, the child(ren) will receive a start date.

Per Indiana State Licensing Regulations, prior to your child's first day at the Center, the following information must be on file in the main office.

1. Registration Form, completed and signed
2. Child Developmental History, completed and signed
3. Emergency Medical Treatment Form, completed and signed (*Physician Signature Requires*)
4. Recent Physical and Record of up-to-date immunizations (see Director regarding religious and medical exemptions) within 30 days of enrollment. (*Physician Signature Requires*)
5. Licensed Child Care Consent Form
6. Child's Birth Certificate or other legal proof of age (i.e. passport)
7. A copy of any relevant court orders that affect the child to be enrolled
8. Signed copy of the Enrollment Contract
9. Signed permission form for preventative products (sunscreen, diaper cream, lip ointment, insect repellent, etc.)
10. Signed Extra Curricular Activity Permission Form
11. Permission or Refusal of Photo Release
12. Permission or Refusal of Video Taping Release
13. Child and Adult Care Food Program Form
14. Infant Feeding Plans
15. Family Handbook Acknowledgment Form

PLEASE NOTE: We are required to have each of these forms in our files to maintain our license to operate. Per Indiana State Licensing Regulations, we must exclude from the center any children whose files are incomplete until we have received their missing paperwork. An up-to-date health record must be on file for your child to attend the Center. Licensing requires a physical examination within three months prior to admission or one month after admission. If your child has not had a recent physical, you will need to schedule one prior to enrollment and provide this information for our records. A personal history and other enrollment forms must be completed, and all fees paid BEFORE the child may attend.

COMMUNICATION (NAEYC R2.01; R.2.02)

Ongoing and open communication between the Center and families is essential to supporting your child's development and creating a strong home-school connection. Important information will be placed in the top compartment of your child's cubby. This is one of our primary communication methods, so we ask that you check it daily. Teachers may use this space to share classroom updates, reminders, or any individual concerns about your child.

Each classroom sends out a monthly newsletter with updates specific to classroom activities and learning experiences. In addition, families will receive a monthly center-wide newsletter from the Director that includes important announcements, program-wide updates, upcoming events, and highlights from across the Center. This newsletter is designed to keep all families informed and engaged in what is happening throughout the program.

Lead Teachers also communicate with families via email, so it is important to ensure your child's teacher has your most current email address. Please notify us of any significant changes at home that could

affect your child’s behavior or emotional well-being at school—this information helps us provide appropriate support and maintain consistency for your child.

We encourage ongoing communication between families and staff. You are always welcome to email or leave a message for your child’s teacher. The Lead Teacher should be your first point of contact for any questions, concerns, or feedback about your child or their classroom experience. Additionally, we are committed to inclusive communication and are happy to provide information in your preferred language whenever possible. Please let us know how we can best support your family.

HOME LANGUAGE

At the Center for Young Children at Indiana University, we value and celebrate the diverse linguistic backgrounds of our families. At any given time, visitors to the Center may hear a variety of languages spoken, particularly during arrival and dismissal times. We embrace and honor families’ home languages as an important part of each child’s identity and cultural heritage, and we strive to incorporate those languages meaningfully into the daily experiences of our classrooms.

Opportunities to integrate home languages into the program may include singing songs, reading books, sharing music or cultural items from home, using everyday words and phrases in the children’s home languages, and inviting families to contribute their linguistic and cultural knowledge. These inclusive practices help foster a sense of belonging and respect for all cultures represented in our community. We are also committed to ensuring effective communication with all families. When a language barrier exists, we will make every effort to communicate in a language that families understand. If internal resources are not sufficient, we will seek assistance through Indiana University and other community-based translation and interpretation services to support clear, respectful, and inclusive communication.

SIGN IN / SIGN OUT/ RELEASE OF A CHILD

The Center for Young Children at IU Indianapolis places a strong emphasis on safety and accountability during arrival and departure times. Families are required to sign their child in and out each day using tablets located at the front entrance, with the exact time of arrival and departure recorded. In addition to this, parents or guardians must verbally check in with the classroom teacher at both drop-off and pick-up to ensure a smooth and secure transition for the child.

To protect each child, the Center strictly adheres to the emergency pick-up authorization list submitted at enrollment. Children will only be released to individuals listed on this form. If someone other than the child’s primary parents or guardians is picking up, they must check the child out at the front desk, present valid photo identification, and be verified against the authorization list. It is essential that families notify the front office promptly with any updates to this list.

For the health, safety, and legal protection of all children, it is mandatory that the person bringing or picking up a child not only signs them in or out but also informs a staff member of the child’s arrival or departure. Under no circumstances will a child be released to anyone not authorized by the parent or guardian. Furthermore, the Center will not release a child to any person who appears intoxicated or impaired by substances. In such cases, staff are instructed to contact the Indiana University Police Department (IUPD) immediately for assistance.

VISITORS

All visitors to the Center are required to sign in and out at the front office and notify Center personnel of their presence in the building.

CRIMSON CARDS

The safety and security of children at the Center for Young Children at IU Indianapolis is our top priority. To help maintain a secure environment, all families are required to use their university-issued Crimson Card to access the building. The video doorbell is reserved for visitors and emergency pick-up individuals only. This procedure minimizes security risks and enables front office staff to properly monitor and verify all visitors.

If you need a replacement Crimson Card, please visit the front desk where a member of management will assist you in obtaining a new card.

LATE PICK UP

To ensure the safety and well-being of all children, and to respect the time and responsibilities of our staff, the Center for Young Children (CYC) at IU Indianapolis enforces a late pick-up policy for any child not picked up by the end of their contracted care time, which is 5:30 PM.

We offer a five-minute grace period to allow for unforeseen delays such as campus traffic or parking challenges. However, beginning at 5:36 PM, a late fee of \$15.00 for each 15 minutes will be assessed for any child who remains beyond their scheduled pick-up time. This fee helps cover the cost of staffing and extended care outside of regular operating hours.

If a child has not been picked up within 30 minutes of their contracted pick-up time and we have not heard from a parent or guardian, we are legally required to consider the child abandoned and will contact the IU Police Department or other appropriate authorities to ensure the child's safety and well-being. We understand that emergencies and unexpected delays happen. If you are running late, we ask that you call the center as soon as possible to inform us. This allows us to reassure your child and plan accordingly, avoiding unnecessary distress or escalation.

CURRICULUM (NAEYC R.4.01)

The Center for Young Children at IU Indianapolis uses a developmentally appropriate, child-centered, and relationship-based approach to early education. Grounded in the Foundations to the Indiana Academic Standards for Young Children: Birth to Age 5, our curriculum supports each child's growth across cognitive, social-emotional, language, physical, health, and early literacy domains. We believe children learn best through play, exploration, and meaningful relationships with peers and trusted adults. Teachers observe and reflect on children's interests and developmental needs to plan responsive, engaging experiences. Classrooms are intentionally designed to be safe, inclusive, and inviting—encouraging independence, collaboration, and discovery. Strong relationships between children, educators, and families form the foundation of our work, allowing us to individualize learning and build a sense of security and belonging. At the Center for Young Children, we are committed to helping every child develop confidence, curiosity, and the skills needed for lifelong learning.

SPECIAL NEEDS AND INCLUSION

At the Center for Young Children at IU Indianapolis, we are committed to providing an inclusive and supportive environment for all children. If your child has any special needs, please inform us during the enrollment process so we can work together to ensure appropriate accommodations and support. To

better serve your child, the Center requires a copy of your child's current Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) upon enrollment or diagnosis. This helps our staff understand your child's unique needs and collaborate effectively with families and specialists to promote their success and well-being. In accordance with the Americans with Disabilities Act (ADA), we make every effort to accommodate children with special needs who can be supported in a group setting. However, some children may require more individualized, one-on-one care than our program is able to provide. In these situations, the Center may not be the most suitable environment to fully address the child's unique needs.

VACATION TIME

Families receive one week of vacation credit, which is automatically applied to the week the Center is closed between Christmas and New Year's Day. If families choose to take additional vacation time beyond this, tuition and fees remain the parent's responsibility as outlined in the enrollment contract. If you decide to temporarily withdraw your child from the Center, please be aware that your child will be placed on the waiting list upon re-enrollment. There is no guarantee of a specific re-start date, nor that your child will return to the same teacher or group.

FIELD TRIPS/SPECIAL EVENTS

Regular field trips are planned to enrich children's learning experiences while keeping costs minimal. The Center contracts with Miller Transportation to ensure safe and reliable travel. Written permission and payment of fees are required for children to participate in field trips or special events; all fees will be charged to your account and must be paid prior to the trip. Field trips are reserved for multi-age and older children; for safety reasons, children outside these groups may only participate in walking trips on the Indiana University campus. Please ensure your child arrives on time, as late arrivals can cause frustration or require you to transport your child to the trip location or for the parent to remain at the Center until the group returns. Due to limited space, children cannot be left in other classrooms during field trips. Most trips take place in the morning to avoid disrupting lunch and nap routines, though some may start earlier—teachers will inform families of any schedule changes. Safety is our top priority; children who display disruptive or unsafe behavior on trips may be restricted from future outings or require parental accompaniment. Families complete a general permission form allowing children to take campus walks or short field trips, with all children returning to the Center by 4:00 pm. All field trips fees are nonrefundable. Background checks are required for parents who wish to attend field trips. Please see the front office for more information.

CONFERENCES (NAEYC R.2.01; R.2.03; A.5.08)

At the Center for Young Children (CYC), family participation is a valued and essential part of each child's learning journey. We view Family Conferences as a key tool in building strong partnerships between families and educators, and in supporting each child's development in a meaningful, personalized way.

Our Family Conferences are designed to:

- Facilitate open and thoughtful communication between families and teachers regarding each child's development and experiences.
- Personalize planning for each child within the context of their unique family background, culture, and community.
- Leverage the strengths and insights of families to support a child's growth.

- Provide a consistent framework for documenting and discussing developmental progress.

We hold two formal Family Conferences each school year, typically in the fall and spring reserved for Wee School, Multiage and STEM. However, we encourage families to connect with their child’s teacher at any time to ask questions, share concerns, or request updates. Open and ongoing communication helps ensure that each child receives the support they need to thrive.

While conference attendance is not mandatory, it is strongly encouraged—even for our youngest learners. These meetings offer valuable insight into your child’s strengths, developmental milestones, and areas for continued growth.

WHAT TO BRING

At the Center for Young Children at Indiana University Indianapolis, children are engaged in a wide range of active, hands-on learning experiences each day. To ensure their comfort and safety, we ask that children come dressed in weather-appropriate play clothes that allow for free movement and may get messy. Daily outdoor play requires appropriate seasonal gear, such as jackets, boots, hats, mittens, and sun protection.

Each child should have a labeled bag with a complete seasonal change of clothing, including underwear and socks. Families are encouraged to check and update these items regularly. Safe footwear is essential—closed-toe shoes like sneakers are preferred. Sandals, flip-flops, slip-on shoes, and dress-up footwear are discouraged due to safety concerns.

Please provide the following items as needed:

- A full seasonal change of clothing
- Diapers (infants/toddlers), in unopened packages
- Extra underwear and clothes during potty training
- One small comfort item for rest time
- A small blanket and travel-sized pillow (for children over 12 months)
- Outdoor gear for cold and warm weather, including swimwear and sunscreen (SPF 15+)

While teachers make every effort to return children’s belongings to their designated cubbies, the Center is not responsible for lost or damaged items. We strongly recommend labeling all personal items. If your child does not have a change of clothes on hand and has an accident, we may contact you or provide center-supplied items. Borrowed clothing should be laundered and returned promptly.

What to Bring for Your Infant

To ensure we can meet your child’s individual needs each day, families are asked to provide the following items for infants: a completed feeding plan, several labeled bottles, and a labeled bottle bag. Diapers should be supplied in unopened packages and replenished as needed. For nap time, please bring a sleep sack (no blankets, per safe sleep guidelines) and, if used, labeled pacifiers. We also welcome a family photo or photo of your child to help provide comfort and familiarity in the classroom. Your child’s teacher will let you know if additional items are needed based on individual routines or developmental stages.

TOILET TRAINING

In the Wee School classroom, children begin important steps toward independence, including learning to use the toilet. We view toilet learning as a collaborative process between families and teachers, grounded in consistency, encouragement, and sensitivity to each child's individual readiness.

Children develop toileting skills best when supported with positive reinforcement and consistent routines from all caregivers. When your child begins to show signs of readiness—such as interest in the toilet, awareness of bodily cues, or the ability to communicate needs—we will work closely with you to establish a toilet learning plan that supports your child both at home and in the classroom.

As part of this process, we kindly ask families to provide thick, reusable toilet training underwear. These helps minimize accidents that may soil clothing and support children’s awareness of their body’s signals. Your child’s teacher can offer recommendations or examples of suitable training underwear. We are committed to supporting each child’s progress in a developmentally appropriate and low-stress manner, ensuring that both children and families feel confident throughout the process.

Please note: Children must be fully toilet trained before transitioning to the Multi-Age and STEM classrooms, as these environments are structured for children who are independently using the toilet.

DIAPERING

At the Center for Young Children, we follow diapering procedures that align with Indiana state licensing regulations to ensure the health, safety, and comfort of every child in our care. Children in diapers are checked frequently and changed at least every two hours, or sooner if wet or soiled. All diapering takes place in designated areas using non-porous, sanitized changing surfaces. For safety, staff always keep one hand on the child during diaper changes and provide comfort and reassurance through gentle communication.

Families are responsible for providing their child’s diapers, which must be sealed, labeled, and stored off the floor. Soiled clothing is placed in a plastic bag and sent home the same day. For sanitary reasons, staff do not rinse soiled items in sinks or toilets.

Hand hygiene is a top priority. Staff wash their hands both before and after each diaper change, regardless of glove use. Children’s hands are also washed thoroughly with soap and water after each change. Diapering surfaces are disinfected after every use and again at the end of the day using state-approved sanitizing solutions.

If a child’s diapering routine requires special care or if there are any sensitivities or medical concerns, families are encouraged to communicate these needs with staff so we can provide appropriate support. Please note that the application of any diaper cream requires a doctor’s note. Families will be notified when their child’s diapering supplies are running low.

CLASSROOM SCHEDULE

Each classroom at the Center for Young Children at IU Indianapolis follows a customized daily schedule designed to meet the unique developmental needs and interests of the children in that group. Our primary school day runs from 7:30 AM to 5:30 PM, with a designated rest period from 1:00 PM to 3:00 PM. While all portions of the day contribute to a child’s learning and well-being, we strongly recommend that appointments or early pick-ups be scheduled outside of the core educational hours of 9:00 AM to 3:30 PM. During this time, children engage in focused learning through large and small group activities, center exploration, and circle time, which are foundational to their social, emotional, and academic development.

Our educators are mindful of young children's attention spans and plan activities that are meaningful, age-appropriate, and engaging—while also allowing time for movement and rest. Each classroom posts a daily schedule outlining the approximate times for various activities.

CONTINUITY OF CARE

To support continuity of care in our early childhood education program, each classroom is staffed with a consistent and collaborative team. This includes a lead teacher who is responsible for curriculum planning, classroom management, and guiding children's overall development. An assistant teacher works alongside the lead teacher to support daily activities and provide individualized attention. Additionally, part-time university students contribute to the classroom environment, offering extra support and bringing fresh perspectives through internships or work-study roles. This team-based approach ensures that children experience stable, nurturing relationships and a consistent learning environment.

TRANSITIONS

At the Center for Young Children at Indiana University Indianapolis, we recognize that transitions—whether into the center, between classrooms, or as children prepare for kindergarten—are important milestones in a child's growth and development. Our transition process is designed to be thoughtful, individualized, and inclusive, supporting each child's readiness and comfort while ensuring consistency and balance across classrooms. Transitions are planned based on several factors, including the child's age, developmental readiness, birthdate, and availability of space in the next classroom. We also consider gender balance, peer group dynamics, and classroom diversity to foster an inclusive and supportive environment. Special attention is given to children currently enrolled who are ready to move up, ensuring their developmental progress is honored while maintaining classroom cohesion. Teachers collaborate closely throughout the transition process, sharing detailed information about each child's routines, learning styles, and individual needs. To support a smooth adjustment, children participate in short, guided visits to their new classroom, with the time gradually increasing as they become more comfortable. This approach allows children to build connections with new teachers and peers while maintaining a sense of security and continuity. Strong, open communication with families is essential to our transition process. It typically takes a few weeks for a child to fully acclimate to a new environment. We appreciate your patience and support during this transitional period. Parents are welcome to share their classroom preferences with the program coordinator. While we make every effort to honor these requests, final placements are based on the factors outlined above, including developmental readiness, birthdate, classroom availability, gender balance, peer dynamics, and overall classroom diversity.

SEPERATION

We understand that separating from a parent or guardian can be a significant moment for both children and families. To ease the transition, we encourage families to talk with their child about school and help build excitement about the new experience. During the first few days of attendance, we recommend that a parent or guardian plan to spend some time in the classroom, helping the child become familiar with the environment, teachers, and routines. The Center encourages families to establish consistent goodbye routines that are brief, positive, and reassuring, as they help support a smooth transition for children.

Bringing a comfort item from home—such as a small blanket or stuffed animal—can also help the child feel more secure during this adjustment period. It is important that parents say goodbye clearly and confidently, reassuring the child that they will return. Avoiding a "sneak out" helps build trust and teaches the child that separations are temporary. It is also helpful for children to see their parent interacting positively with teachers, reinforcing a sense of safety and support in the new environment. Once the parent departs, our experienced teachers will gently comfort and guide the child through their transition, helping them adjust to the classroom in a caring and responsive manner.

OPEN DOOR POLICY

At the Center for Young Children at Indiana University Indianapolis, we maintain an open-door policy and welcome families to visit at any time during the day. We believe that strong partnerships between families and educators are essential to a child's success and well-being. Parents and guardians are encouraged to observe, participate in classroom activities, or spend time with their child as they feel comfortable.

We kindly ask that all visitors check in at the front desk upon arrival to help us maintain a safe and secure environment for all children. While we support and value family involvement, we also strive to minimize disruptions to the classroom environment. If at any point a visit begins to interfere with the daily routine, learning activities, or the emotional regulation of the children, staff may gently redirect or suggest a more suitable time for the visit.

If you would like to meet with your child's teacher for a longer or more in-depth conversation, we encourage scheduling a time in advance to ensure privacy and focused attention. Our goal is to foster a welcoming and transparent environment where families feel comfortable, informed, and involved in their child's early learning experience, while also protecting the integrity and flow of the classroom day.

OUTDOOR PLAY

Outdoor play is a vital part of each child's day and contributes to their physical, emotional, and social development. In accordance with Indiana licensing regulations, our center provides daily outdoor play for all age groups, weather permitting. Outdoor activities will only be canceled when weather conditions present a safety or health risk, such as extreme temperatures or advisories issued by the National Weather Service.

During cold weather, children will go outdoors twice daily when the temperature is 25°F or above. If the temperature falls below 25°F, outdoor time may be shortened or moved indoors, depending on the comfort and safety of the children. During hot weather, outdoor play will be limited or moved indoors when the heat index reaches 90°F or higher to ensure the safety and well-being of the children. Parents are expected to provide appropriate clothing for cold weather, including coats, hats, mittens, snow pants, and winter boots, especially when snow is present or forecasted.

In hot weather, outdoor play will continue unless we are advised otherwise by health authorities. Teachers will ensure children stay hydrated by offering plenty of drinking water, and we ask parents to send sunscreen, hats, swimwear, and towels for water play days.

Our outdoor play area meets state-mandated safety standards and is fully enclosed to protect children from traffic and other hazards. Equipment is age-appropriate, well-maintained, and inspected regularly. Staff members closely supervise all children and ensure that all areas of the playground are monitored and that children are visible at all times.

CELEBRATIONS

We recognize that birthdays are a special time for children, and we are happy to help them celebrate with their classmates. To keep celebrations simple and inclusive for all families, we ask that you provide only a small treat, such as cupcakes or cookies. Please refrain from bringing extras such as balloons, party favors, or themed napkins and plates, as these can create expectations that may not be financially feasible for all families. If you would like to plan a more elaborate celebration, we kindly ask that it be done privately at home.

If you wish to bring in a treat for your child's birthday, please speak with your child's teacher in advance. All items must comply with our center's dietary guidelines and health regulations, including food allergies and restrictions. For the safety of all children, **only store-bought items are permitted, and homemade treats are not allowed**. Please note that our center is a **nut-free facility**, and any items brought in must be clearly labeled as nut-free.

PARENT PARTICIPATION (NAEYC R.2.03)

At the Center, we strongly encourage parent involvement and participation as an essential part of building a supportive and connected community.

From time to time, the Center will host social events designed to bring families together. These gatherings provide valuable opportunities for parents and children to connect with one another and foster a strong sense of community. You will be notified of upcoming events in advance.

In addition to social events, there may occasionally be opportunities for parents to contribute their time, talents, or skills to support the Center. If special projects arise, they will be communicated via email by the Director. If you're interested in helping with these one-time projects or have a skill or talent you'd like to share, please let the Director know—we would love to hear from you!

PARENT ADVISORY COUNCIL (NAEYC A.5.08)

The Center for Young Children at IU Indianapolis values strong family engagement and believes that open communication between families and staff enhances the quality of care and education we provide. One way we foster this partnership is through our Parent Advisory Council. This council offers families a structured opportunity to have a voice in the Center's strategic planning, share feedback, identify challenges, propose solutions to early childhood issues, and assist in planning center-wide events and initiatives.

Participation in a Parent Advisory Council benefit both the program and its families. It promotes transparency, strengthens relationships between staff and families, and ensures that the diverse needs and perspectives of our community are considered in decision-making. It also gives parents the opportunity to contribute their ideas and talents, stay informed about program developments, and advocate for high-quality care and education for all children.


If you are interested in serving as a classroom representative, please contact the Director. Parent Advisory Council meetings are held quarterly.

COMMUNITY RESOURCES (NAEYC R.2.05)

we are committed to supporting not only your child's growth and development, but your family's overall well-being. We understand that families sometimes need access to additional resources outside the classroom, and we want to ensure you're aware of several community organizations in the 46202 area that can offer support

Referral Services - Indiana 211

A free, 24/7 resource line connecting families to food, housing, childcare, and health services

 Dial 2-1-1 or visit in211.org

Marion County Trustee's Office - <https://www.centergov.org/townshipassistance/>

Services Provided:

Food

Household/Personal Products

Rental and Mortgage Assistance

Transportation (Bus Passes)

Utilities

Burials and Cremations

School Clothing


Notary Service

Firefly Children & Family Alliance – Gene Glick Family Support Center

Counseling, parent support, and community resources

 2115 Central Ave | fireflyin.org

Car Seat Assistance and Education

 MCHD Safe Kids Coalition – Car Seat Checks & Appointments

Visit: <https://www.safekids.org/coalition/safe-kids-indianapolis>

Note: It may take a couple of weeks to receive a call back with an appointment time.

 Indianapolis Fire Department (IFD) Car Seat Request Form

Submit a request here: IFD Car Seat Assistance Form

<https://ifdquartermaster.wufoo.com/forms/m1ngjp9s1iw4alv/>

 National Hotline for Car Seat Safety Resources

Call: 1-800-KID-N-CAR

This line offers updated information and may be able to connect you with additional local programs.

✔ The Safety Store at Riley Children's Hospital

A great low-cost option for car seats and other safety items.

Visit: Riley Safety Store <https://www.rileychildrens.org/support-services/safety-store>

MEALS

At the Center for Young Children at Indiana University Indianapolis, we are committed to providing nutritious meals that support the growth and development of every child in our care. Each day, we serve catered meals and snacks prepared by Chartwells Food Services, in alignment with the nutritional standards set by the Indiana Family and Social Services Administration for licensed child care centers.

Menus are posted weekly on the classroom bulletin boards, CYC website, and in the main lobby for your convenience. Occasionally, teachers may enhance or substitute a snack with something the children help prepare as part of their classroom learning experiences. While we cannot accommodate individual food preferences, we work closely with Chartwells' dietitians to offer a variety of foods that meet nutritional guidelines and appeal to most children.

Dietary Restrictions and Special Requests

The Center for Young Children at Indiana University Indianapolis accommodates dietary variations for medical, religious, or cultural reasons. If your child has medical dietary needs, we require written instructions from the child's physician. For dietary preferences or restrictions related to religious or personal beliefs, a written request from the parent or guardian is needed. In some cases, families may be asked to supplement the meals provided by the Center with food from home to ensure their child's needs are fully met.

If you choose to send food from home, certain guidelines must be followed to ensure your child's health and safety. All food must meet CACFP nutritional standards, be clearly labeled with your child's full name and the date and be transported and stored at safe temperatures.

A Safe Transportation of Food form must be signed and kept on file, and a doctor's note is required for any health-based dietary modifications. The Center will ensure that any food requiring refrigeration is kept at a safe temperature until it is served and will provide supplemental food if necessary to meet your child's nutritional needs.

Meals must include components from the required food groups: fruits, vegetables, grains, protein, and milk.

Daily Meal Schedule

Morning Snack: Served from 7:30 a.m. to 8:00 a.m.

Breakfast: Served between 9:00 a.m. and 9:30 a.m.

Lunch: Served at 12:00 p.m.

Afternoon Snack: Served at 3:00 p.m.

Food Practices and Expectations

All children (excluding infants) are required to come to the table for meals and snacks. These shared mealtimes are an important part of the day for encouraging social skills, independence, and healthy

habits. Children are encouraged—but never forced—to try new foods. Staff model and support the use of polite table manners and respectful behavior during meals.

We ask that children finish any outside food before entering the building, as bringing food from home may lead to disruptions or safety concerns, especially for children with allergies. Children should not bring additional snacks, candy, gum, or beverages to school.

Food provided by the center may not be removed from the building, in compliance with federal Child and Adult Care Food Program (CACFP) regulations, which prohibit outside food from being brought into or taken out of the center.

If you have concerns about your child’s eating habits, food preferences, or nutritional intake, we encourage you to speak directly with your child’s teacher to discuss strategies and support.

PEANUT-FREE

The Center for Young Children at Indiana University Indianapolis is a peanut-free facility. To ensure the health and safety of all children—especially those with severe peanut allergies—we do not allow any food items containing peanuts or peanut products to be brought into the center. This policy applies to all meals, snacks, and special treats brought from home or provided for classroom celebrations. We ask that families carefully check ingredient labels before sending any food items to school. Your cooperation helps us provide a safe and inclusive environment for every child.

FEDERAL FOOD PROGRAM

The Center participates in the USDA Food Program, which provides reimbursement based on the number of healthy meals and snacks we serve. Upon enrollment and annually thereafter, we ask families to complete certain forms. Please be sure to return these forms even if you do not qualify, as this reimbursement helps support our budget and indirectly impacts our tuition rates.



Non-Discrimination Statement

All publications and handouts mentioning USDA Child Nutrition Programs must contain the following full nondiscrimination statement:

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

*Persons with disabilities who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotape, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).
USDA is an equal opportunity provider and employer.*

HEALTH POLICIES (NAEYC R.6.01)

Exclusion Policy for Sick Children and Center Staff

To protect the health and well-being of all children, families, and staff, the Center follows a strict exclusion policy for communicable illnesses. When a child or staff member is known to have a communicable illness, as outlined in public health guidelines.

If a child or staff member develops symptoms of illness while at the Center, they will be separated from others and sent home as soon as possible. Prompt pick-up is essential to limit the spread of illness.

Re-admittance to the Center will be allowed only when the individual is symptom-free for the required period, has completed the prescribed exclusion period, and/or presents a doctor's note clearing them to return, if requested.

Symptoms That Indicate the Need for Exclusion (NAEYC R.6.01)

To maintain a healthy environment for all children and staff, individuals showing signs of illness must be temporarily excluded from the program. The following symptoms and conditions warrant exclusion:

1. Fever

A fever is defined as:

- Tympanic (ear): 100.4°F or higher

Note: The absence of fever does not necessarily mean a child is well enough to attend. Other symptoms or behaviors may still require exclusion.

2. Vomiting: Occurrence of vomiting within the past 24 hours.
3. Diarrhea: Occurrence of diarrhea within the past 24 hours, defined as two or more loose or watery stools that differ from the child's normal pattern.
4. Persistent Cough and/or Sore, Reddened Throat
Especially if accompanied by other symptoms such as fever, fatigue, or difficulty breathing.
5. Red, Weeping Eyes and/or Discolored Nasal Drainage
May indicate conjunctivitis or infection. Exclusion is at the discretion of teaching staff and the Director.
6. Skin Eruptions or Rash
Any unexplained or spreading rash must be evaluated by a healthcare provider before returning.
7. Extreme Fatigue or Malaise
When a child is too tired or unwell to participate comfortably in daily activities.
8. The presence of Head Lice and/or Nits
Children with lice or visible nits must be excluded until properly treated and cleared to return.
9. Contagious illness such as flu, strep throat, COVID-19, RSV, chickenpox, etc.

For a child or staff member to be readmitted to the program, any symptoms listed above must be gone for at least 24 hours, without the aid of over-the-counter medication. Medication for bacterial illnesses should be administered for at least 24 hours before re-admittance.

Additional Symptoms That May Indicate the Need for Exclusion

Even in the absence of specific diagnosable symptoms, there may be times when a child is not well enough to remain at the Center. A busy, active classroom can be overwhelming and uncomfortable for a child who is feeling unwell. If a child is unable to participate comfortably in both indoor and outdoor activities, or if their condition requires care that would compromise the health, safety, or supervision of other children, parents will be contacted to arrange for pick-up.

Teachers and parents are encouraged to work together to consider the child's overall comfort, needs, and well-being when making exclusion decisions. Please remember that a child who appears comfortable at home may not be able to manage in a group care setting when not feeling well.

Control Measures

The Center is committed to maintaining a safe and healthy environment and will take all reasonable measures to control the spread of communicable illnesses among children and staff. To this end, health and safety policies are established and enforced, including regular handwashing, surface sanitation, and exclusion procedures for those who exhibit symptoms of illness. When a case of communicable illness is identified, the Center will promptly notify all parents and staff who may have been exposed. The Center's consulting physician will be contacted for guidance, and their recommendations will be followed regarding appropriate control measures.

These measures may include the thorough disinfection of toilet facilities, classroom furnishings, toys, and any other materials or surfaces the affected child may have used. In addition, bodily discharges containing infectious materials will be properly cleaned and disposed of in accordance with health guidelines. Until disinfection is complete, or it has been determined that the child does not have a communicable illness, the use of these facilities or items by others will be strictly prohibited. These protocols help ensure a safe and hygienic environment for everyone in the program.

Medication Policy

In accordance with Indiana state licensing regulations, the Center for Young Children requires a written order or doctor's note from the child's physician before administering any medication, including over-the-counter (OTC) medications. All medications must be delivered to the Center in their original containers.

Prescription medications must include a pharmacy label clearly stating the child's name, the physician's name, the prescription number, the date it was filled, and detailed instructions for use. In addition, a parent or guardian must complete and sign a medication authorization form before any medication will be administered by Center staff. This form is used to log each administered dose; in some classrooms, this information may also be recorded in our electronic classroom monitoring application.

For over-the-counter (OTC) medications, a physician's written order must include the name of the medication, dosage, reason for administration, date, and the exact time(s) the medication should be given. OTC medications may be administered for immunization side effects or teething discomfort, and the physician's note must clearly state this reason. A physician's note for any medication (prescription or

OTC) is valid for one year from the date it is signed. After that time, a new written order is required to continue administering medication. Medications labeled “as needed” will not be administered under any circumstances.

Please note that the administration of medication by Center staff does not guarantee that a child will be able to remain in care for the rest of the day. In some cases, families may still be asked to pick up their child after medication has been given.

Once a medication is no longer required, families are expected to pick it up promptly. Any unused or expired medication will be safely disposed of by Center staff in accordance with state licensing guidelines.

Only parents or legal guardians are permitted to administer OTC medications without a physician’s directive. Under no circumstances may any medication be added to a child’s bottle or food unless specifically directed in writing by the child’s physician and approved by Center administration.

Immunizations and Physicals

A completed health form, including up-to-date immunization records, is required at the time of enrollment. Families are responsible for providing updated documentation of routine immunizations in accordance with the guidelines of the following authorities:

- Indiana State Department of Health (ISDH)
- Advisory Committee on Immunization Practices (ACIP) of the U.S. Centers for Disease Control and Prevention (CDC)
- American Academy of Pediatrics (AAP)
- American Academy of Family Physicians (AAFP)

A new Child Care Center Health Record must be submitted following each annual well-child visit. Families will receive quarterly reminders to update their child’s immunization records. Physicals are required within 30 days of enrollment and must be dated no more than 12 months prior to the child’s admission date.

For children under the age of two, updated immunization and physical records must be submitted to the Center after each well-child visit. After age two, updated records are required only when immunizations are administered. If a child is on a delayed immunization schedule for medical reasons, a physician's note must accompany the immunization record. For families who decline immunizations due to religious beliefs, a signed letter from the parent or guardian must be submitted along with the child's physical.

In cases where a child is considered "under-immunized" due to a documented medical condition or family beliefs, and a vaccine-preventable disease occurs within the program, the child will be excluded from care until the risk of exposure has passed.

Overdue Health Services

If a child is overdue for any routine health service, families must provide documented evidence of a scheduled appointment for the required service. This documentation is a condition of both enrollment and continued attendance in the program.

Exemptions

Exemptions to immunization requirements are permitted under the following conditions:

- Religious Exemption: Parents must submit a signed, written statement indicating their objection based on religious beliefs.
- Medical Exemption: A written statement from a licensed healthcare provider must be provided, documenting the medical reason for the exemption.

In either case, supporting documentation must be reviewed and acknowledged by the Director or a member of the administration team.

Exclusion Policy (NAEYC R.6.01)

In the event of an outbreak of a vaccine-preventable disease within the program, any under-immunized child (including those with exemptions) will be excluded from care until the contagious period has passed, as determined by public health authorities.

Medical Clearance Requirement

The Center reserves the right to require that a child be evaluated by a licensed healthcare provider for any unidentifiable rash, unusual symptoms, or condition of concern. In such cases, a written statement from the healthcare provider must be provided upon the child's return, confirming that the child is not contagious and is safe to attend the Center. Medical Action Plans are required for any child with asthma, allergies, or seizure disorders and must be signed by a licensed physician.

Illness Pick-Up Procedure

When a child becomes ill and must leave the Center, we will contact the parent, or the designated contact person listed on the child's sign-in sheet. Parents are expected to arrive within 30 minutes of being notified. If a parent is unable to arrive within that timeframe, it is their responsibility to arrange for an authorized alternate contact to pick up the child promptly. In the interest of minimizing disruption and preventing potential spread of illness, the Center strongly prefers that all siblings enrolled at the Center be taken home at the same time. Timely response to illness pick-up requests is essential to maintaining a safe and healthy environment for all children and staff.

Medication Storage Policy

The Center adheres to guidelines for the safe storage of all medications, in compliance with Indiana State Child Care Licensing regulations. All medications—whether prescription or over the counter (OTC)—must be stored in a locked cabinet or designated locked container that always remains completely inaccessible to children.

MEDICAL EMERGENCY

In the event that your child is experiencing a medical emergency, then the Center shall seek the necessary medical treatment for the child. Based on the emergency circumstances, the Center or first responders shall take the child to the best and most suitable medical facility for care (which may or may not conform with the hospital preferences given by the caregiver). The caregivers understand that they are responsible for any medical expenses incurred during their child's medical emergency.

FIRST AID

First aid supplies are readily available in every classroom and in the main office to ensure immediate response to minor injuries. When children participate in outdoor walks or field trips, staff carry backpacks stocked with essential first aid materials.

All lead and assistant teachers, as well as administrative staff, are trained in Pediatric Cardiopulmonary Resuscitation (CPR) and Pediatric First Aid including universal precautions and follow established procedures to respond quickly and effectively to injuries or medical concerns. In the event of an injury causing bruising, bleeding, involvement of the head or face, or any discomfort to the child, an incident report will be completed promptly. Families will be notified, and a copy of the report will be maintained in the child's file, with an additional copy provided to the family to ensure transparency and ongoing communication.

COMMON CHILDHOOD ILLNESSES AND INFECTIONS

| Infection/ Illness | Sign or Symptom | Return to the Center |
|---|--|---|
| Temperature | Oral temperature of 100.4F; May be accompanied by behavior changes or other symptoms | Until 24 hours symptom free without medication |
| Symptoms of Severe Illness | Unusual lethargy; irritability; uncontrollable coughing; wheezing | Until doctor releases child to return. |
| Uncontrolled Diarrhea | Increase in number of stools, watery and/or decreased form that cannot be contained in a diaper or underwear | Until 24 hours symptom free without medication |
| Vomiting Illness | One or more episodes in 24 hours | Until 24 hours symptom free without medication and/or the doctor determines illness is not infectious |
| Mouth sores with drooling | Sores or blisters in/around mouth | Until condition is determined to be not Infectious |
| Rash | Rash accompanied by fever; behavior change | Until a doctor determines that the condition is noninfectious |
| Conjunctivitis/Pink Eye | White or yellow discharge in eye(s) accompanied by eye pain/redness around eyes | Until 24 hours after treatment has begun |
| Head lice, scabies, or other infestations | Infestation present | Until 24 hours after treatment has begun; no remaining lice or eggs on hair or scalp |
| Tuberculosis | Cough, fever, chest pain; coughing up blood | Until doctor or health official allows the child to return to care |
| Impetigo | Rash-blister to honey colored crusts; lesions occur around mouth, nose and on chin | Until 24 hours after treatment has begun |

| | | |
|---------------------------------|---|--|
| Strep Throat | Fever, sore throat; throat drainage and tender lymph nodes | After cessation of fever and 24 hours of antibiotic treatment |
| Chicken Pox | Sudden onset of slight fever, fatigue, loss of appetite followed by skin eruptions | Until 6 days after last eruption of rash and until eruptions have dried and crusted over |
| Whooping Cough | Severe, persistent cough | Until 5 days after antibiotic treatment to prevent infection |
| Mumps | Tender/ swollen glands and/or fever | Until 9 days after the onset of glandular Swelling |
| Ringworm | Red rings, itchy, scaly circles of hair loss on scalp, or whitish patches | Until 24 hours after treatment has Begun |
| Pinworm | Grinding of teeth, poor bladder control. Scratching of private parts, painful bowel movements, restlessness, irritability | After the first dosage of prescribed medicine |
| Hepatitis A Virus | Fever, fatigue, loss of appetite, abdominal pain, nausea, vomiting, and/or jaundice | Until one week after onset of illness or by local health department regulation; immune serum globulin should be administered to staff and children who have been exposed |
| Hand Foot and Mouth | Tiny blister in the mouth, on fingers, palms, buttocks and soles of the feet | Once diagnosed with Hand Foot and Mouth child may return with a doctor's note |
| Measles | Rash, high fever, runny nose, and red/watery eyes | Until 6 days from onset of rash |
| Rubella | Mild fever, rash, swollen lymph nodes | Until 6 days from onset of rash |
| Unspecified Respiratory Illness | Severe illness with cold, croup, pneumonia, bronchitis, otitis media | Until child feels well enough to participate fully and is fever free without medication |
| Shingles | Lesions | Until doctor allows child to return to care or if child can wear clothing that covers lesions |
| Herpes Simplex (1) | Clear, painful blisters | Until lesions involving face and lips that oozed have no secretions |

LEAVING CHILDREN UNATTENDED (NAEYC R.6.06)

For the safety and well-being of all children, our center strictly prohibits leaving children unattended at any time while under our care. Staff members are always responsible for supervising children and must maintain appropriate child-to-staff ratios according to licensing regulations. Children must never be left alone in classrooms, playgrounds, vehicles, or any other area within or outside the center. This policy ensures prompt response to emergencies and helps prevent accidents or injuries.

Parents and guardians are also asked not to leave their children unattended during drop-off or pick-up times. Any violation of this policy will be taken seriously and may result in disciplinary action or involvement of regulatory authorities as required.

Our teachers are expected to practice active supervision at all times. Active supervision is the intentional act of observing, engaging with, and monitoring children to ensure their health, safety, and well-being. This supervision extends across all aspects of the daily routine, including classroom activities, outdoor play, transitions, mealtimes, rest periods, toileting, diapering, and any movement between locations. Our approach to active supervision is rooted in proactive and preventative practices designed to protect children and support their development. Staff maintain constant awareness through:

- Being present, attentive, and alert to the environment and each child's behavior
- Using positioning, scanning, and counting strategies to continuously account for all children
- Listening for signs of concern, including distress or prolonged silence
- Anticipating children's behavior based on their development, mood, and known patterns
- Intervening promptly and appropriately to prevent harm or unsafe situations

SUBSTANCE AND SAFETY – FREE ENVIRONMENT

The Center for Young Children at IU Indianapolis has established health policies designed to protect the well-being of everyone involved in our program. As part of our commitment to maintaining a safe and healthy environment, we are a smoke-free, alcohol-free, drug-free, firearm-free, and toxic substance-free facility. We kindly ask all families, visitors, and staff to respect and adhere to this policy by refraining from bringing any of these items into the center.

NO IDLING (NAEYC A.6.14)

To promote a healthy and safe environment for children, families, staff, and visitors, our center enforces a strict no idling policy for all vehicles on our premises. Vehicle engines must be turned off when parked or waiting during drop-off and pick-up times.

Reducing vehicle idling helps improve air quality by limiting harmful emissions that can negatively impact the respiratory health of young children, who are especially vulnerable to pollution.

BITING POLICY

At our center, we recognize that biting, while concerning, is a developmentally typical behavior, especially among toddlers who are still developing language and emotional regulation skills. Children may bite for various reasons, including teething discomfort, frustration, or curiosity. Our priority is always to maintain a safe and supportive environment for every child.

When a biting incident occurs:

- The child who was bitten is immediately comforted, and the affected area is cleaned and treated if necessary.
- The child who bit is gently redirected and supported in learning more appropriate ways to express their feelings.
- An Observation/Accident Report is completed for both children involved and shared with their families. To respect privacy, names and identifying details are not disclosed.

If biting becomes frequent:

- Our teaching team closely observes the child who is biting to identify any patterns or triggers.
- We collaborate with the child’s family to understand potential causes and develop consistent strategies to address the behavior both at home and in the classroom.
- In some cases, we may recommend an early pickup or a brief time at home to help the child reset and better manage their emotions.
- A parent-teacher conference may be scheduled to create a tailored behavior support plan that meets the child’s developmental needs.

Our goals are to:

- Ensure all children remain safe and supported.
- Help children learn healthy, respectful ways to express themselves.
- Partner with families to respond to challenging behaviors with empathy and consistency.

Biting in Older Children

While biting is more common among toddlers, it can occasionally occur in older children as well. In these cases, biting may be a sign of unresolved frustration, difficulty managing strong emotions, or challenges with social interactions. Our approach to biting in older children focuses on understanding the underlying causes and supporting the child in developing effective communication and self-regulation skills.

When biting occurs in older children:

- The incident is taken seriously, and both children involved are supported immediately.
- Staff work closely with the child who bit to identify triggers and teach alternative ways to express feelings or resolve conflicts.
- Parents or guardians are informed promptly, and collaborative strategies are developed to address the behavior consistently across home and school environments.
- If biting persists, a behavior intervention plan may be created with input from educators, families, and, if appropriate, outside specialists.

Our goal is to help older children build positive social skills and emotional resilience, ensuring a safe and respectful environment for all.

BABYSITTING

Families are prohibited from asking staff members or individuals from their household to provide babysitting or other personal services outside of the Center. (such as house-sitting, transportation, etc.) for families enrolled at the Center. This policy is in place to protect both families and staff from potential legal or liability issues that could arise from accidents, misunderstandings, or conflicts of interest outside the program setting. Violating this policy may result in termination of the family's contract with the Center.

Additionally, when children receive special attention outside of the Center, it may be perceived as favoritism, which can disrupt classroom dynamics and impact the overall group environment.

NAP TIME

At the Center for Young Children, we recognize that rest is an essential part of every child’s day. In alignment with the Indiana Office of Early Childhood and Out-of-School Learning (OECOSL) regulations,

all children under the age of five who are enrolled in full-day care for more than six hours will be offered a daily rest or nap period from 1:00 p.m. to 3:00 p.m. Please note that STEM classrooms follow a modified schedule, with rest time occurring daily from 1:00 p.m. to 2:00 p.m. While children are not required to sleep, they are expected to rest quietly on their individual cots or mats. For those who do not fall asleep within a reasonable time, teachers will provide quiet, non-disruptive activities such as reading or using soft manipulatives.

Each child is assigned an individually labeled cot or mat, arranged to promote health and safety—either spaced at least three feet apart or placed head-to-toe. The nap environment is kept calm, dimly lit, and quiet to support a restful atmosphere. Children may bring labeled personal bedding items from home, such as blankets or soft comfort items, provided they are safe and appropriate for rest time. The Center provides bedding for infants and ensures it is laundered weekly, or more frequently if soiled.

During nap time, teaching staff maintain active supervision by remaining in the classroom, conducting regular visual checks, and responding promptly to each child’s needs. Infants follow individualized sleep schedules and are always placed on their backs in cribs that meet Indiana’s safe sleep guidelines and the recommendations of the American Academy of Pediatrics. Infants are never permitted to sleep in car seats, swings, bouncers, or any non-approved sleeping surface while at the center.

ASSESSMENT (NAEYC R.5.01; 5.02; 5.03; A.5.08)

At the Center for Young Children (CYC) at Indiana University Indianapolis, assessing children’s progress is a vital part of supporting their growth and development. We believe that assessment should be objective, systematic, and meaningful—used not only to track development but also to inform instruction and build strong partnerships with families, who are a child’s first and most important teachers.

Our approach is rooted in authentic assessment, which takes place in the natural context of the child’s daily experiences. Rather than relying on standardized testing, we gather evidence of learning through informal observation, samples of children’s work (such as drawings, writing, and creations), and regular communication with families. These methods allow us to understand each child as an individual and support their development appropriately.

For children enrolled in the On My Way Pre-K (OMWPK) program, we also use the Indiana Student Performance Readiness and Observation of Understanding Tool (ISPROUT). ISPROUT helps assess readiness skills in a developmentally appropriate way and is designed to meet state reporting requirements for Pre-K children.

Assessment is integrated naturally into the daily routine. Teachers use a variety of tools, including developmental checklists, informal and formal observations, and individual portfolios, to document growth and learning over time. These records support classroom planning and help educators tailor experiences to meet the needs and interests of each child.

Families play a vital role in assessing their child’s development and supporting their learning journey. At the Center for Young Children, we encourage families to actively participate by observing and noting their

child's milestones, strengths, and areas for growth at home. Parents and guardians can share these observations with teachers through regular communication, such as daily conversations, scheduled conferences, or written notes.

We also provide families with tools like the CDC Milestone Tracking Checklist to help identify developmental progress. By collaborating closely, families and educators create a more comprehensive understanding of each child's unique needs, enabling us to tailor learning experiences and provide the best support possible.

INFANT - TODDLER PROGRAM

Our Infant and Toddler Program supports children ages 6 weeks to 36 months in a safe, nurturing setting that encourages healthy development through responsive care and play-based learning.

- Infants (6 weeks–12 months) focus on bonding, trust, and sensory exploration. Caregivers follow individual routines while encouraging movement and early communication.
- Young toddlers (12–24 months) build independence and language through songs, stories, and guided play, with support for emotional and social growth.
- Older toddlers (24–36 months) engage in structured activities that promote problem-solving, cooperation, and self-help skills as they prepare for preschool.

SAFE SLEEP POLICY

The Center for Young Children is committed to following safe sleep practices to reduce the risk of Sudden Unexpected Infant Death (SUID) and ensure the health and safety of all infants in our care. Our policy aligns with recommendations from the Indiana State Department of Health, the American Academy of Pediatrics (AAP), and the Office of Early Childhood and Out-of-School Learning (OECOSL).

Key Safe Sleep Practices:

- Infants aged 0-12 months will always be placed on their backs to sleep, on a firm, flat, non-inclined mattress in a safety-approved crib.
- Soft bedding such as pillows, blankets, quilts, comforters, sheepskins, stuffed toys, and bumper pads are strictly prohibited in cribs.
- Swaddling is not permitted unless accompanied by a written medical waiver approved by OECOSL.
- Infants must sleep alone in their own crib or bassinet; sharing a sleeping surface with another child or adult is not allowed.
- Items that pose suffocation risks—such as car seats, swings, bouncy seats, sofas, or pillows—are never used as sleep surfaces.
- Infants' heads must remain uncovered during sleep; hats, headbands, bibs, and loose clothing must be removed before sleep.
- The Center provides clean sheets and ensures they are laundered regularly.
- Smoking is prohibited anywhere on childcare premises.
- If an infant can roll over independently, they will be placed on their back initially but allowed to find their own comfortable sleep position.

Medical Exceptions:

Any deviation from this policy requires a signed alternate sleep position waiver from a licensed healthcare provider and must be approved by OECOSL. This documentation will be kept on file at the Center.

INFANT – TODDLER CURRICULUM

In the first two years of life, children develop trust and autonomy through consistent, responsive care. Infants build a sense of security with familiar caregivers, while toddlers begin to seek independence and explore their abilities.

At CYC, every moment is a learning opportunity. Daily routines—like diaper changes, meals, and transitions—are used to foster connection, communication, and physical development. Responsive caregiving is at the heart of our curriculum, helping children feel valued and secure.

Teachers also thoughtfully plan the classroom environment to support each child’s physical, cognitive, and social-emotional growth. Activities include exploring cause and effect, developing motor skills, building language, and engaging in positive peer interactions.

Our curriculum is guided by observation, adjusting materials, and experiences based on each child’s interests and developmental needs. As children grow, so does the classroom—ensuring it remains a space where curiosity, exploration, and learning thrive.

INFANT TODDLER DAILY SCHEDULE

The infant/ toddler daily schedule serves as a flexible guide to support children's routines and learning experiences. These routines vary by age to meet each child’s developmental needs.

- Infants follow their own natural rhythms—eating, sleeping, and being changed as needed.
- Toddlers follow more structured routines, with set times for meals, outdoor play, and rest.

As children grow, their schedules shift to reflect their changing needs. Many children gradually adjust their personal rhythms to align with the group routine. It's normal to notice changes in sleep patterns or appetite as they adapt to group care. We're here to support you and your child through this transition.

INFANT TODDLER EQUIPMENT

Our infant and toddler classrooms are designed based on current best practices in early childhood education. Classroom furnishings are chosen to support children’s growth, independence, and safety. Furniture is child-sized and low to the ground, allowing children to move freely and helping teachers engage with them at their level. Children often enjoy the sense of freedom this setup provides, and while they may get up from tables and chairs at first, they quickly learn how to use them appropriately during meals and activities.

We intentionally avoid equipment that restricts movement, such as exersaucers, highchairs, swings, walkers, and playpens. This supports children’s physical development and freedom of movement throughout the day.

Our cribs meet the latest safety standards set by the U.S. Consumer Product Safety Commission (CPSC) and were purchased from Community Playthings, with certificates of compliance on file.

SHOE FREE ENVIRONMENT FOR INFANTS

To help maintain a clean, safe, and healthy space for our infants—who spend much of their time on the floor—the Center for Young Children practices a shoe-free policy in the infant room. We kindly ask all adults to slip on a pair of provided shoe covers when entering the room.

INFANT FEEDING PLAN (NAEYC A.6.07)

Before enrollment, families are required to complete an Individualized Infant Feeding Plan, developed with input from your child’s physician and signed by them. This plan guides feeding practices at the center and must be updated whenever your child’s intake, feeding schedule, or dietary needs change. In accordance with state regulations, a physician’s note is required for any dietary restriction lasting more than 48 hours.

INFANT FORMULA – BREAST MILK (NAEYC A.6.07)

The Center for Young Children provides Up & Up brand infant non-GMO, iron-fortified, milk-based powder formula for enrolled infants. Families must supply any specialty or prescription formulas required for their child.

Breast milk may be stored in the classroom refrigerator for up to 2 days and in the freezer for up to 3 – 6 months. All containers must be clearly labeled with your child’s full name and the date the milk was expressed to ensure safe handling and storage.

Families are welcome and encouraged to come in and breastfeed during the day as needed. We support and respect each family’s feeding choices and strive to provide a nurturing, supportive environment for all infants.

BOTTLES – SIPPY CUPS

Families should provide 4–6 complete bottles (including nipples, rings, and any inserts) for exclusive use at the center. As children grow and develop, we will introduce sippy cups to encourage independent drinking. Families are welcome to supply their child’s preferred cups, or if preferred, we will provide sippy cups from the center.

SOLID – FINGER FOODS

All new solid foods must be introduced at home first, for at least three days, before being served at the center. Solids are offered starting around 6 months, with family and physician guidance. As fine motor skills develop, finger foods will be introduced, along with appropriately sized portions from our meal provider (foods cut to ¼ inch for infants and ½ inch for toddlers).

MILK TRANSITION

Children will transition to whole milk around 12 months, unless otherwise directed by a physician. Families using breast milk will collaborate with staff to plan the transition.

MULTIAGE PROGRAM: AGES 3 to 5

Our multi-age preschool program brings together children ages 3 to 5 years in one dynamic classroom community. This mixed-age approach supports deeper relationships, personalized learning, and continuity of care—all essential to early childhood development.

Children thrive in this setting by learning from one another. Younger children benefit from observing and modeling their older peers, while older children gain leadership and empathy skills by helping and guiding their younger classmates. Teachers build lasting connections with families and children over multiple years, enhancing social-emotional development, trust, and consistency.

A unique feature of this age group is access to offsite field trips that extend learning beyond the classroom. These carefully selected trips connect children to real-world experiences—such as visits to museums, nature centers, community spaces, and university facilities—that spark curiosity, deepen understanding, and build connections to the broader world. Field trips reinforce classroom learning and provide valuable opportunities for social interaction and hands-on discovery.

Our thoughtfully arranged classrooms offer materials and activities appropriate for a variety of ages and abilities. Teachers observe closely and use reflective practices to tailor their planning and support each child's growth. The multi-age preschool program at CYC lays a strong foundation for lifelong learning through meaningful relationships and responsive teaching.

STEM PROGRAM

The Center for Young Children's STEM program serves children ages 4 to 5 in an accelerated, inquiry-driven learning environment. Rooted in the core disciplines of science, technology, engineering, and mathematics, the program encourages children to explore their natural curiosity through hands-on, project-based experiences.

Classrooms are intentionally designed to foster curiosity, problem-solving, and critical thinking, and they actively utilize technology to enhance learning. Guided by Indiana's Early Learning Development Framework, the STEM curriculum focuses on Physical Science, Earth and Space, Life Science, Engineering, Scientific Inquiry, and Mathematics, while also integrating Creative Arts, Social Studies, Social Emotional Learning, and Language Arts.

Children enrolling in the STEM program must meet established STEM prekindergarten readiness metrics and be fully potty trained to ensure they can fully participate in the curriculum and classroom routines. Teachers in the STEM program are certified in early childhood STEM education and participate annually in professional development opportunities, including the Early Childhood Science, Technology, Engineering, and Mathematics (ECSTEM) Conference hosted by The Children's Center at Caltech. This

ongoing training ensures our educators stay current with best practices and innovations in early STEM education.

Children use real scientific tools such as microscopes, pipets, and balances as they engage in experiments and apply the engineering design process. Monthly field trips and explorations of the IU Indianapolis campus, combined with partnerships across University departments, provide rich, hands-on learning experiences that deepen concept development and connect children to the broader world.

PARENTAL RESPONSIBILITIES

The following are the responsibilities of parents or guardians upon enrolling their child at the Center for Young Children and throughout their time in care:

- Completing all required forms for enrollment, health, registration, and emergency contact information.
- Arranging timely payment of fees with the Program Coordinator in accordance with IU Indianapolis Child Care Payment Policies.
- Signing your child in and out each day.
- Arriving to pick up your child before the center closes and during regular center hours.
- Informing the Center of illnesses, vacations, absences, or late arrivals.
- Informing your child's teachers of any changes at home that may affect your child's behavior or well-being.
- Keeping sick children home in accordance with the Center's Health Policies.
- Picking up your child immediately if contacted by the Center due to illness or injury.
- Keeping emergency contact information and other required records up to date.
- Updating immunization and physical records as needed.
- Notifying the Center if someone other than yourself will be picking up your child (an Authorization for Alternative Pick-Up form must be completed).
- Providing the Center with a complete change of clothing and disposable diapers, as needed.
- Picking up your child's cot linens every Friday for laundering and returning them on Monday.
- Cleaning out your child's cubby every Friday so that staff can sanitize the space.
- Keeping your child's fingernails clean and trimmed to reduce the risk of injury or the spread of germs.
- Attending parent/teacher conferences and scheduled meetings.
- Keeping the Family Handbook for future reference

PARENT CONCERNS (NAEYC A.2.02)

We value open, respectful communication between families and staff. We recognize that questions, concerns, or misunderstandings may arise from time to time. When they do, we view them as opportunities to strengthen relationships and improve the quality of care we provide. We encourage parents to address concerns promptly and constructively, following these guidelines:

- Start with your child’s teacher. Most concerns can be resolved through open and direct communication. Teachers welcome feedback and want families to feel confident in the care their children receive.
- Contact the director as needed. If the issue is not resolved or you are more comfortable speaking with someone else, please reach out to the center director. Concerns will be handled professionally and with discretion.
- Children will always be treated with care. Expressing concern will never result in negative treatment of your child. Our staff is committed to maintaining a safe, nurturing environment for all children.
- Address concerns early. Prompt communication helps prevent small issues from becoming larger challenges. We appreciate it when families bring matters to our attention in a timely manner.
- We value your input. While some requests may be limited by licensing regulations or center policies, we welcome all suggestions and will consider them thoughtfully.

Documentation Follow-up

All concerns brought to the attention of Center for Young Children staff will be forwarded to the staff member’s immediate supervisor, who will review the concern and follow up accordingly. These records are reviewed regularly as part of the Center’s continuous improvement process to ensure quality and accountability. Once a resolution or decision has been reached regarding a concern, the parent will be notified in writing.

PROGRAM EVALUATION (NAEYC A.2.02)

Each spring, the Center for Young Children (CYC) administers the NAEYC Family Survey as part of our commitment to continuous quality improvement and family engagement. This annual survey invites families to provide feedback in key areas such as relationships, curriculum, teaching practices, assessment of child progress, health and safety, family partnerships, community connections, physical environment, and leadership and management. The survey helps us evaluate the effectiveness of our policies and procedures, overall program quality, children’s learning and development, family involvement and satisfaction, and community awareness of our program.

The feedback collected from families is carefully reviewed by the CYC leadership team and used to develop goals and objectives for the following year. We value and appreciate the insights families share and view this feedback as a vital part of shaping a high-quality early childhood experience for all members of our community.

COFFEE WITH THE DIRECTOR (NAEYC R.2.01; R.2.02’ R.2.03)

At the Center for Young Children, we believe that strong family engagement directly supports positive child development and long-term success. When families and educators work together, children benefit in meaningful and lasting ways. Our family engagement initiatives are designed to foster two-way communication, support continuous program improvement, and align closely with our core values and goals. This year, we are deepening our connection with families by enhancing how we communicate and collaborate. Our goal is to create more opportunities to share accomplishments, address concerns, and celebrate the work of our dedicated teaching staff. We also want to ensure families have open and ongoing channels to share feedback, observations, and ideas.

As part of this effort, we're excited to launch a new monthly event: Coffee with the Director. Families are invited to join us on the first Friday of each month from 8:00–9:00 AM in the conference room for informal conversation, community building, and all things CYC. We look forward to connecting with you in a relaxed setting that encourages open dialogue and partnership.

DISCIPLINE AND POSITIVE GUIDANCE

At the Center for Young Children at Indiana University Indianapolis, we believe that a child's development is best nurtured through an environment rooted in caring, patience, and understanding. While our goal is to create a positive and nurturing setting, we recognize that there may be times when guidance is needed in response to challenging behavior. Behaviors such as hitting, kicking, spitting, using hostile or aggressive language, or engaging in actions that may cause harm to others are not permitted.

In addressing these behaviors, we are committed to using respectful and developmentally appropriate guidance strategies. We do not use threats, bribes, physical punishment (even if requested by a parent), deprivation of food or basic needs, humiliation, or isolation. Instead, our approach focuses on helping children learn appropriate behaviors and build the social-emotional skills they need to thrive. Our staff consistently treats each child with respect, sets clear and age-appropriate expectations, and uses positive, supportive language to guide behavior. We speak calmly and respectfully—often getting down to the child's eye level to ensure empathetic and effective communication.

Teachers observe and document behavior in order to identify patterns and underlying causes. This includes considering events, activities, peer interactions, or environmental factors that may trigger challenging behaviors. For children who demonstrate persistent behavioral challenges, teachers collaborate closely with families and, when appropriate, other professionals to develop and implement individualized strategies that support the child's inclusion and success, while maintaining a positive and safe environment for all children.

Children are offered clear choices and, when needed, redirected to more appropriate or engaging activities. In some cases, children may be encouraged to use a safe space in the classroom—a designated area that promotes calming and self-regulation. This space is designed to help children identify and process their emotions and is used intentionally as a tool for emotional support, not as punishment or isolation. It is not considered a time-out, but rather an opportunity for the child to regain control in a respectful and supportive setting.

If a child's behavior becomes significantly disruptive or poses a safety risk to themselves or others, a private conversation with the family will be initiated to discuss concerns and potential strategies. Behavior that results in harm to another person will be documented; a copy of the report will be shared with the child's parent or legal guardian, and another copy will be kept in the child's file. Our goal is to work in partnership with families to support every child's development in the most inclusive and positive way possible. Ultimately, our discipline philosophy is grounded in helping children learn self-regulation, empathy, and positive social responsibility—skills that are essential for lifelong success and well-being.

EMERGENCY PLANS (NAEYC A.6.19)

Effective communication is a critical component in managing emergencies at the Center. In any emergency situation, it is essential that accurate, timely, and consistent information is shared with staff and families to minimize confusion and disruption. Communication will begin with Center leadership and then be disseminated to staff and parents. During operational hours, IU employees will be notified through the IU Indianapolis Notification System. Additionally, all families will receive updates via the Center's electronic communication app and email.

To ensure preparedness, the Center conducts monthly fire drills with the children. These drills help familiarize them with evacuation procedures and ensure that staff can respond confidently and efficiently in the event of an emergency.

In the event of an offsite evacuation of the Center for Young Children, staff will safely escort all children using Indiana University's JagLine transportation system. All CYC personnel and children will be transported to the Hine Hall Auditorium, located at 875 W North St, Indianapolis, IN 46202 (Phone: 317-274-2702), where dismissal procedures will begin. The Director will issue a mass communication to both the primary and secondary contacts listed on enrollment forms, providing instructions for child pick-up. Families will be contacted immediately and asked to retrieve their child as soon as possible. If a parent or guardian cannot be reached, or is unable to arrive within a 30-minute window, the authorized alternate pickups listed on the enrollment forms will be contacted. All children must be signed out using hard copy sign-out sheets, and teaching staff and administration will verify the identity of each individual picking up a child by checking photo identification.

EMERGENCY CLOSINGS

While we plan to remain open year-round, with the exception of the Holidays and In-Service days listed on the calendar, there are times when we may need to close due to reasons out of our control. These reasons can include but are not limited to the following:

- Weather related closings. The Center will be closed if the IU Indianapolis campus is closed; a weather emergency is in effect for Marion County; or, the child care center staff cannot be present to provide appropriate staff to child ratios mandated by state child care licensing regulations.
- Environmental conditions that make the building unsafe such as, sewage problems, inadequate or unsafe water supply, no electricity, heating system problems, gas, carbon monoxide, or other noxious gases leak.

In the event that the Center has an emergency closing, fees are still based upon a 5 day week.

SUSPENSION AND EXPULSION

At the Center for Young Children (CYC) at IU Indianapolis, we are committed to providing a supportive, inclusive, and developmentally appropriate environment for all children. We understand that young children are still learning how to manage their emotions, behaviors, and interactions with others. As such, we do not view suspension or expulsion as appropriate responses to typical behavioral challenges

that occur during early childhood development. These measures are considered only in rare and extreme cases, and only after all other strategies and supports have been exhausted.

Our philosophy is grounded in the belief that challenging behavior is a form of communication and an indication that a child needs additional support, not punishment. Our staff are trained to use proactive strategies, positive guidance, and social-emotional learning to help children build the skills they need to succeed. We work to prevent suspension and expulsion through strong teacher-child relationships, consistent classroom routines, emotional coaching, and by creating individualized support plans for children who need more intensive interventions. We also actively partner with families, engaging in regular communication to align strategies between home and school, and—when appropriate—we collaborate with specialists or external support services.

In the rare event that a child's behavior presents a serious and ongoing safety risk to themselves or others, a short-term suspension may be considered, but only when absolutely necessary to maintain a safe environment for all. During this time, CYC will work closely with the family to adjust support strategies and develop a clear plan for the child's return. Expulsion is considered a last resort and only when it has been determined that, despite comprehensive efforts, the program can no longer safely or effectively meet the child's needs. If such a decision is made, it will be at the discretion of the CYC administrative team and in consultation with the family and any involved professionals. In these cases, we will assist the family in finding alternative care or resources that are better suited to meet the needs of the child. At CYC, we believe every child deserves the opportunity to grow and learn in a supportive environment. We are committed to helping children develop the social and emotional skills they need to thrive and will always strive to find solutions that prioritize the well-being of the child and the classroom community as a whole.

ENROLLMENT TERMINATION

The Center for Young Children (CYC) at IU Indianapolis is committed to maintaining a safe, respectful, and collaborative environment for children, families, and staff. However, there may be circumstances under which continued enrollment is no longer in the best interest of the child, other enrolled children, families, or the program as a whole. The Center reserves the right to terminate a child's enrollment under the following circumstances:

1. Non-payment for child care services and/or failure to adhere to the Center's tuition payment policies.
2. Falsification of information on enrollment forms or knowingly providing false or misleading information to the Center.
3. Failure to comply with CYC policies as outlined in the Parent Handbook, including but not limited to attendance, health, or communication guidelines.
4. Lack of parental cooperation with the Center's efforts to resolve concerns, including a refusal to participate in parent-staff meetings or conferences necessary to support the child's development or behavioral needs.
5. Inappropriate, abusive, or threatening behavior by a parent, guardian, relative, or designated pick-up person toward CYC staff, other families, or children.
6. Unprofessional or disruptive behavior by a parent or guardian that negatively affects the CYC environment, including interactions with staff, other families, or children.

When the child’s continued enrollment poses a risk to the health and/or safety of others or creates an undue burden on the Center’s resources, including repeated behaviors that cannot be safely or reasonably managed within the structure of the program.

Decisions regarding termination will be made by CYC leadership and, when appropriate, in consultation with Indiana University’s legal counsel and other relevant campus offices. Whenever possible and appropriate, families will be given prior notice and the opportunity to address concerns before termination of enrollment.

CHILD ABUSE

Indiana Responsibilities for Reporting Suspected Child Abuse

At the Center for Young Children at Indiana University Indianapolis, protecting the health, safety, and overall well-being of every child in our care is our highest priority. Teachers and staff play a critical role in identifying and responding to signs of child abuse or neglect. In Indiana, state law requires that any individual who has reasonable cause to believe a child is being abused or neglected must report their concern immediately to Child Protective Services (CPS) or local law enforcement. This legal obligation applies to all individuals, not just mandated reporters.

Failure to report suspected abuse is classified as a Class B misdemeanor, punishable by up to six months of imprisonment or a \$1,000 fine.

Indiana law also protects individuals who report suspected abuse in good faith. Even if a report is later determined to be unsubstantiated, the reporter is immune from civil or criminal liability. The law presumes good intentions on the part of the individual making the report, reinforcing the importance of taking any suspicion seriously and acting promptly.

At the Center for Young Children at Indiana University Indianapolis, **staff members are required to bring any suspicion of abuse or neglect immediately to the Center Director. The Director, in collaboration with the staff involved, will review the concern and determine whether a formal report should be made. If the decision is made to proceed, it is typically the Director who files the official report and informs the family, unless doing so would jeopardize the child’s safety.** However, it is essential to understand that the staff member who originally identified the concern remains legally responsible for ensuring that a report is made. If the Director or other staff decide not to report and the staff member still believes abuse or neglect may have occurred, they are fully within their rights to contact CPS directly and may do so without fear of recourse.

Reporting suspected abuse is a request for investigation—not an accusation or conclusion. CYC staff should not attempt to examine or interrogate the child. Instead, trained professionals from CPS or law enforcement will handle the investigation, assess the child’s safety, and determine the necessary steps to protect the child. If the suspected abuser is a parent or guardian, staff should avoid notifying the family until after the appropriate authorities have conducted their initial investigation.

In instances where a child discloses abuse, a calm and supportive response is critical. Staff should reassure the child that they did the right thing by speaking up, that they are not at fault, and that they are believed and supported. The child may be interviewed by CPS or law enforcement, and although staff are not required to be present during this process, their comforting presence may help reduce the child's anxiety. Staff should explain that other adults will be helping them and reinforce that the child is not in trouble.

Making a report can be a turning point in breaking the cycle of abuse. Intervention can prevent further harm, and **it is important to report even if the child indicates the abuse has stopped**. Once a report is made, CPS may recommend services to support the child and family. If CPS and law enforcement substantiate the findings, the case may be referred to the prosecuting attorney's office for possible legal action.

Forms of abuse that must be reported include:

- physical abuse
- emotional abuse
- Neglect
- sexual abuse

Identifying signs of sexual abuse can be particularly complex. All staff members are required to complete child abuse and neglect training successfully upon hire and annually thereafter. This training includes recognizing the signs and indicators of abuse and neglect. Staff are encouraged to trust their instincts, discuss concerns confidentially with trusted colleagues, and always err on the side of the child's safety. Let children know they can talk to you, and if you sense that a child is trying to share something, create a quiet, private space where they can feel safe and supported. Be direct, gentle, and listen carefully without pressing the child for details. Above all, believe the child—research and experience show that children rarely fabricate stories of abuse.

To report suspected child abuse or neglect in Indiana, call the **Indiana State Child Protective Services Hotline at 1-800-800-5556**. This number is available 24 hours a day, 7 days a week, and automatically connects you to the local CPS office based on your location.

Indiana University also has its own protocols for reporting child abuse allegations. Staff should be familiar with both IU policies and state law, and always act promptly and responsibly when a child's safety may be at risk.

[Mandatory Reporting and Indiana University Requirements](#)

In accordance with Indiana state law (IC 31-33-5) and university policy, all staff are mandated reporters and are required to report any suspected cases of child abuse or neglect immediately. Reports must be made to Child Protective Services (CPS), and, per university policy, must also be reported to the designated agent at Indiana University.

Once a report is made and conveyed to CPS, the following department shall be notified and involved, when appropriate; university officials and departments, including the campus police department, the campus provost or chancellor, the Office of the Vice President and General Counsel, and other relevant parties based on the nature of the incident.

If staff or hourly employees are involved, University Human Resources (UHRS) will be informed. If a student employee is involved, the Dean of Students, the Vice Chancellor for Academic Affairs (VCAA), and the head of the student's academic program will be notified. If the report involves academic personnel, the VCAA and relevant dean will also be included. The parents or guardians of the child will be notified, unless they are the alleged abuser.

The Office of the Vice President and General Counsel will maintain a report of each allegation, including a summary of the internal review, findings, and any resulting actions or sanctions. In cases involving individuals affiliated with third-party vendors or external organizations authorized to be on campus, those entities will be notified, and the alleged abuser will be prohibited from entering IU-owned property.

[Policy for Abuse Allegations Against an Adult Working in the Center for Young Children](#)

This policy outlines the procedures that childcare centers on the Indiana University Indianapolis campus follow when responding to allegations of child abuse or neglect involving an adult staff member. If an allegation of child abuse or neglect is made against an adult working within the center, the center will respond swiftly and in accordance with university policy and state law. This policy applies to all individuals affiliated with the center, including full-time staff, hourly workers, student employees, volunteers, and university employees who may have limited contact with children.

Upon receiving an allegation of abuse or neglect, the accused individual will be immediately removed from duties that involve contact with children. In most situations, this removal will involve being placed on leave for the duration of the investigation. The individual's pay status during the investigation will depend on their employment classification.

In Indiana, childcare providers licensed by the Family and Social Services Administration (FSSA), including the Center for Young Children at Indiana University Indianapolis, are required to comply with specific self-reporting obligations. These requirements ensure adherence to state regulations and help protect the safety and well-being of children in care. Failure to meet these obligations may result in suspension or revocation of the center's license.

Staff who, in good faith, report suspected child abuse or neglect involving a coworker are protected from discharge, retaliation, or any other disciplinary action, unless the report was knowingly false or made with harmful intent. As part of the university's ongoing commitment to child safety, all individuals employed at the center must pass a comprehensive background screening before working with children. These checks include criminal history, sex and violent offender registry checks, employment and education verification, and Indiana State Police Central Registry review. Individuals who fail any part of the background screening, or whose background includes crimes that disqualify them from working with children, will not be employed or will be terminated if already hired.

Upon the completion of an investigation, one of three outcomes may occur.

1. If the investigation confirms that abuse or neglect occurred, the employee or volunteer will be terminated.
2. If the investigation results are inconclusive, the decision regarding whether the individual may return to the center will be made collaboratively by the center director, the Associate Vice Chancellor for Auxiliary Service, and the Indiana University Indianapolis Human Resource Director. This decision will be based on the well-being of the children, the staff member's job performance history, the concerns of other staff and families, and the center's potential liability if future allegations arise.
3. If the investigation concludes that abuse or neglect did not occur, the individual will be reinstated to their position.

This policy ensures a fair, thorough, and child-centered response to all abuse or neglect allegations while also respecting the rights and responsibilities of IU employees and volunteers.